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BENCHMARK • D

Who Runs Faster?



Written by Joe Slade

www.readinga-z.com

Who Runs Faster?

A Reading A-Z Level D Benchmark Book • Word Count: 95




Reading a-z

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Who Runs Faster?



Written by Joe Slade

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Correlation	
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Who Runs Faster?
Level D Benchmark Book
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1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com



This is a tortoise.

A squirrel can run faster than a tortoise.

3

This is a squirrel.
A girl can run faster than a squirrel.

4



This is a girl.
A giraffe can run
faster than a girl.



5

This is a giraffe.
A zebra can run
faster than a giraffe.



9



This is a zebra.
A lion can run faster than a zebra.

7

8



This is a lion.
An antelope can run
faster than a lion.

This is an antelope.
A cheetah can run
faster than an antelope.



9

This is a cheetah.
Nothing can run faster than a cheetah.

10



Reading a-z Running Record

Level D

Student's Name _____ Date _____

Who Runs Faster?
95 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	This is a tortoise. A squirrel can run faster than a tortoise.												
4	This is a squirrel. A girl can run faster than a squirrel.												
5	This is a girl. A giraffe can run faster than a girl.												
6	This is a giraffe. A zebra can run faster than a giraffe.												
7	This is a zebra. A lion can run faster than a zebra.												
8	This is a lion. An antelope can run faster than a lion.												
9	This is an antelope. A cheetah can run faster than an antelope.												
10	This is a cheetah. Nothing can run faster than a cheetah.												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • D

The Wheel

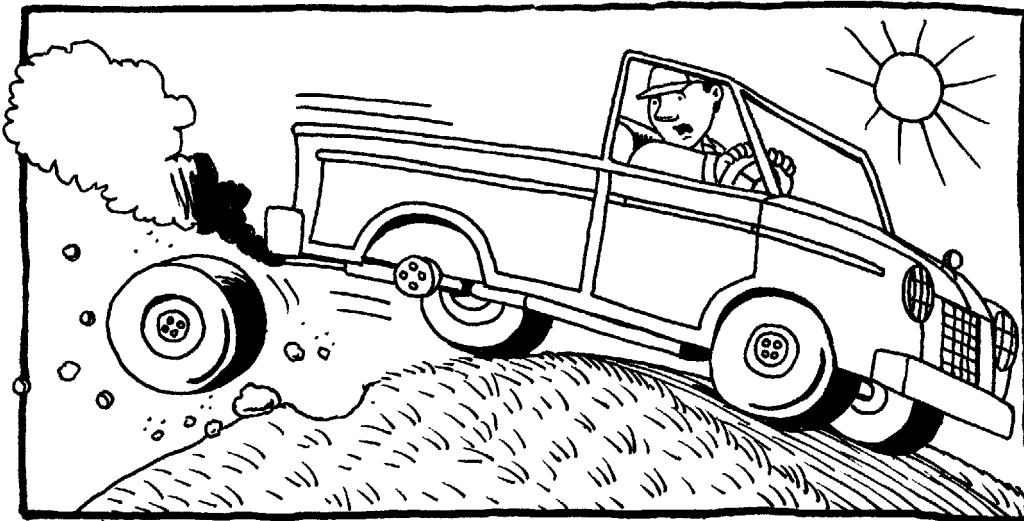


Written by Cheryl Ryan • Illustrated by Dominic Catalano

www.readinga-z.com

The Wheel

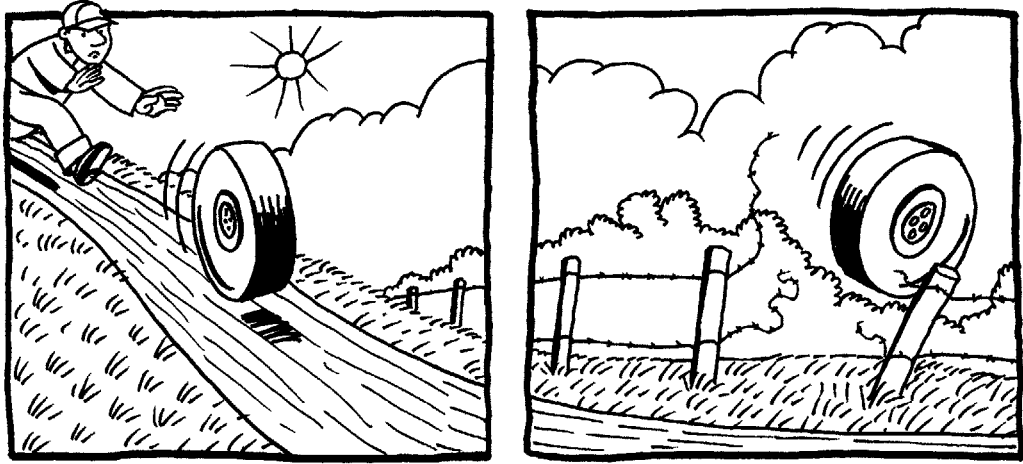
A Reading A-Z Level D Benchmark Book • Word Count: 101



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The Wheel

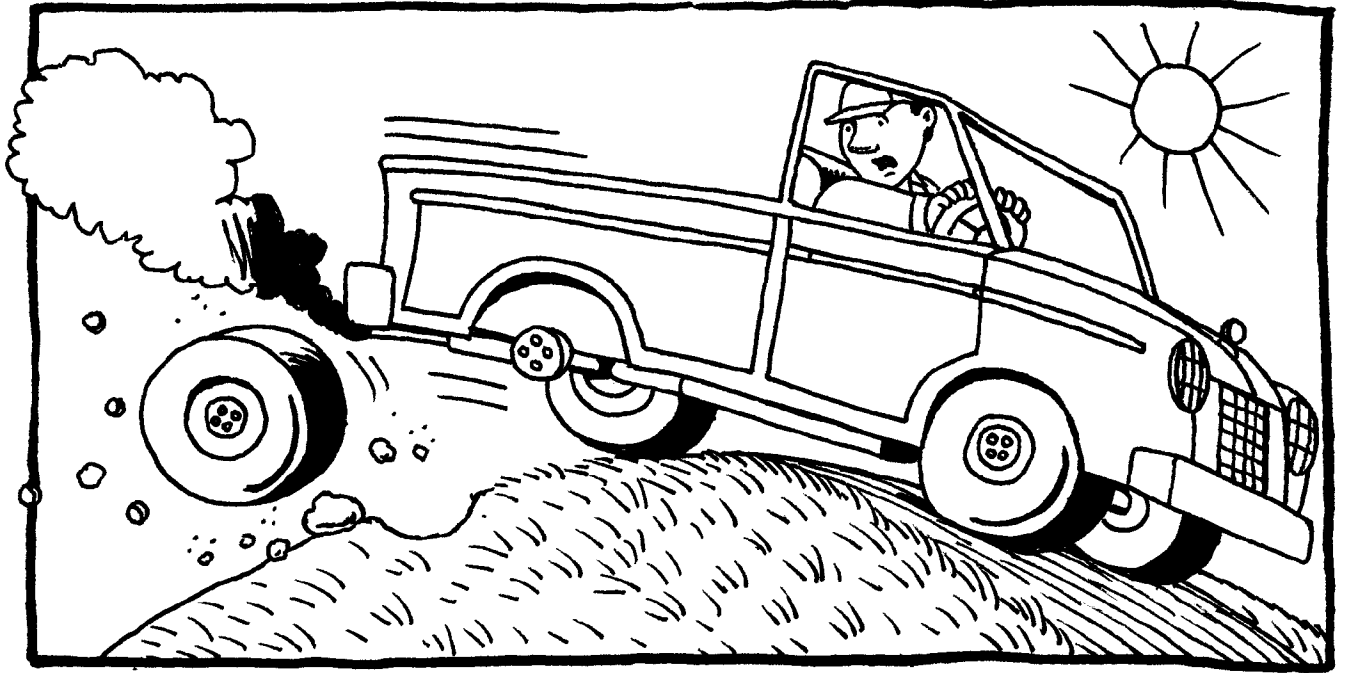


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Illustrated by Dominic Catalano

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Correlation	
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

The Wheel
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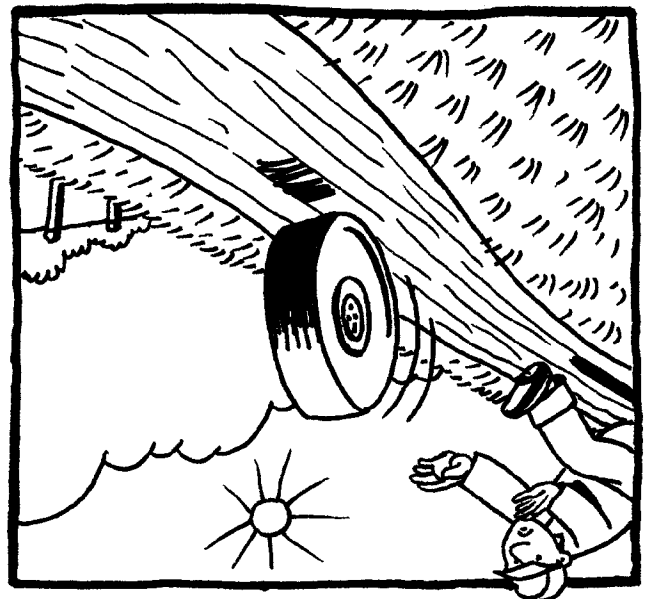
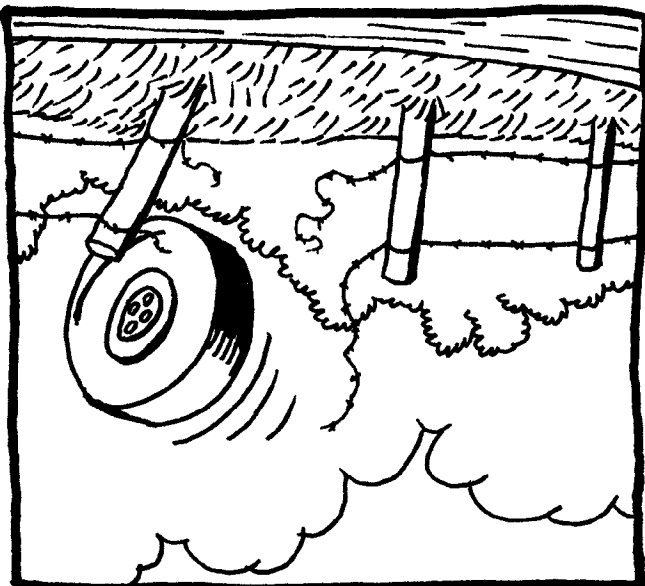


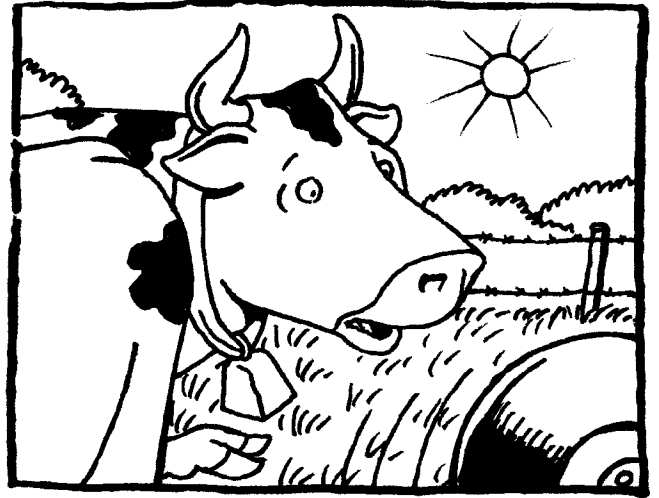
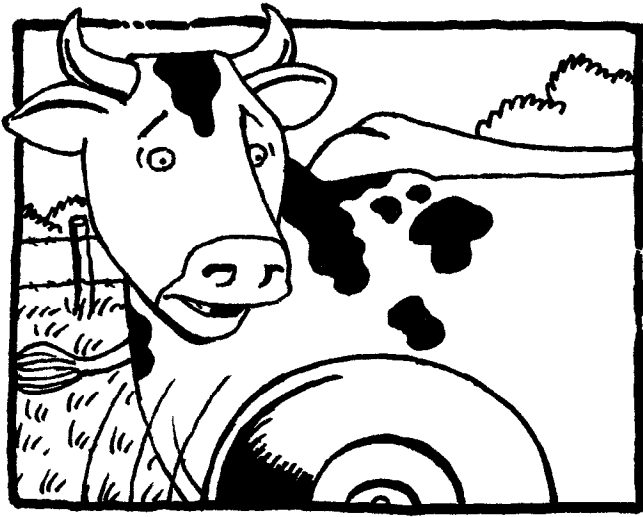
The wheel comes off the truck.

3

It rolls down the hill.
Faster and faster.

4



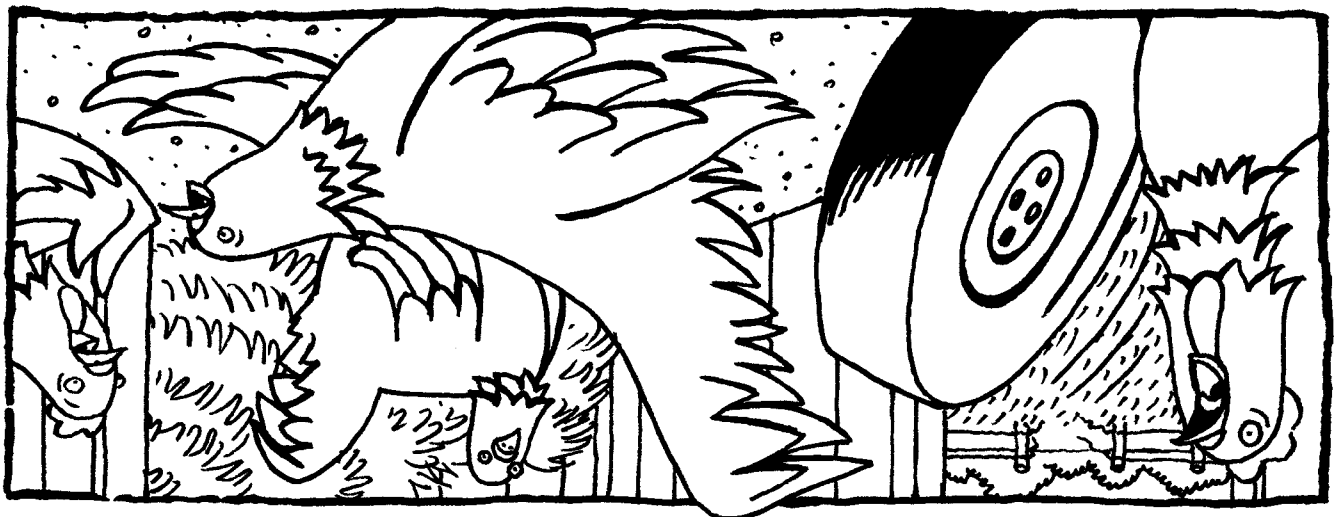


The wheel rolls through the field.
It rolls past the cows.
Faster and faster.

5

The wheel rolls through the barn.
It rolls past the chickens.
Faster and faster.

6



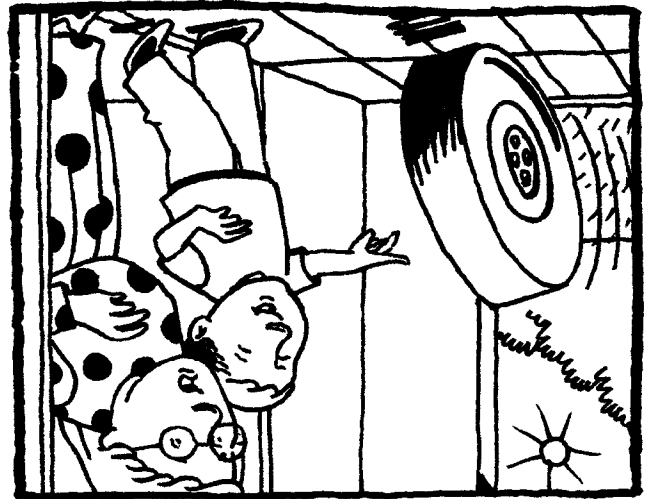
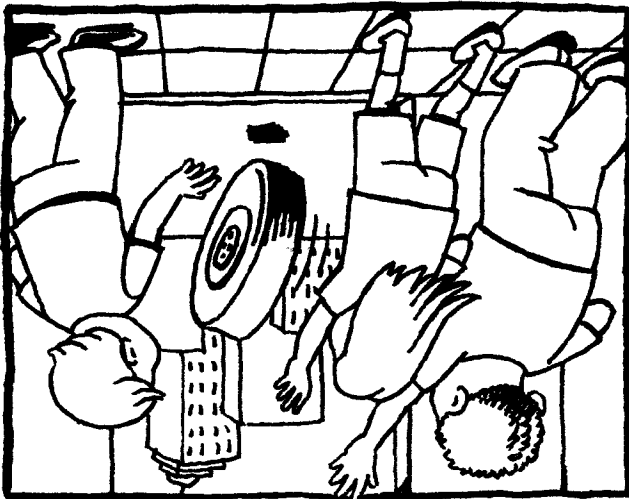


The wheel rolls toward the river.
It rolls over the bridge.
Faster and faster.

7

The wheel rolls into the school.
It rolls out the door.
Faster and faster.

8



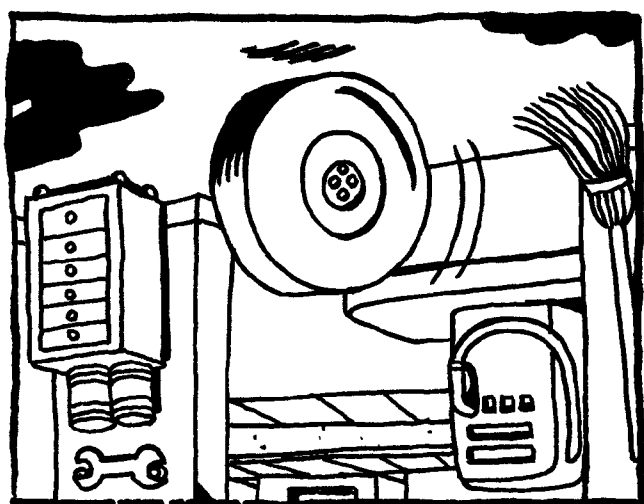
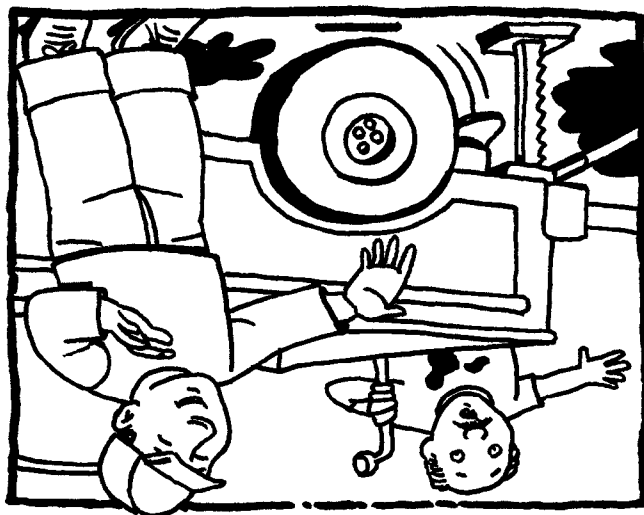


The wheel rolls through the town.
It rolls past the policeman.
Faster and faster.

9

The wheel rolls through town
and into the garage.
The man puts it back on the truck.

10



Reading a-z Running Record

Level D

Student's Name _____ Date _____

The Wheel
99 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	The wheel comes off the truck.												
4	It rolls down the hill. Faster and faster.												
5	The wheel rolls through the field. It rolls past the cows. Faster and faster.												
6	The wheel rolls through the barn. It rolls past the chickens. Faster and faster.												
7	The wheel rolls toward the river. It rolls over the bridge. Faster and faster.												
8	The wheel rolls into the school. It rolls out the door. Faster and faster.												
9	The wheel rolls through the town. It rolls past the policeman. Faster and faster.												
10	The wheel rolls through town and into the garage. The man puts it back on the truck.												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • D

To the Woods



Written by Vic Moors • Illustrated by Maria Voris

www.readinga-z.com

To the Woods

A Reading A-Z Level D Leveled Reader • Word Count: 100




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To the Woods



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Illustrated by Maria Voris

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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Level D leveled Reader
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I see trees when I go to the woods.
I see big and little trees.

3

I see a squirrel in the woods.
It climbs up a tree.
The squirrel sees me.

4





I see birds when I go to the woods.
They fly around.

5

6

The birds see me.





I see a fox in the woods.
It goes into a log.
The fox sees me.

7

8
I see bugs in the woods.
They crawl in the grass.
The bugs see me.





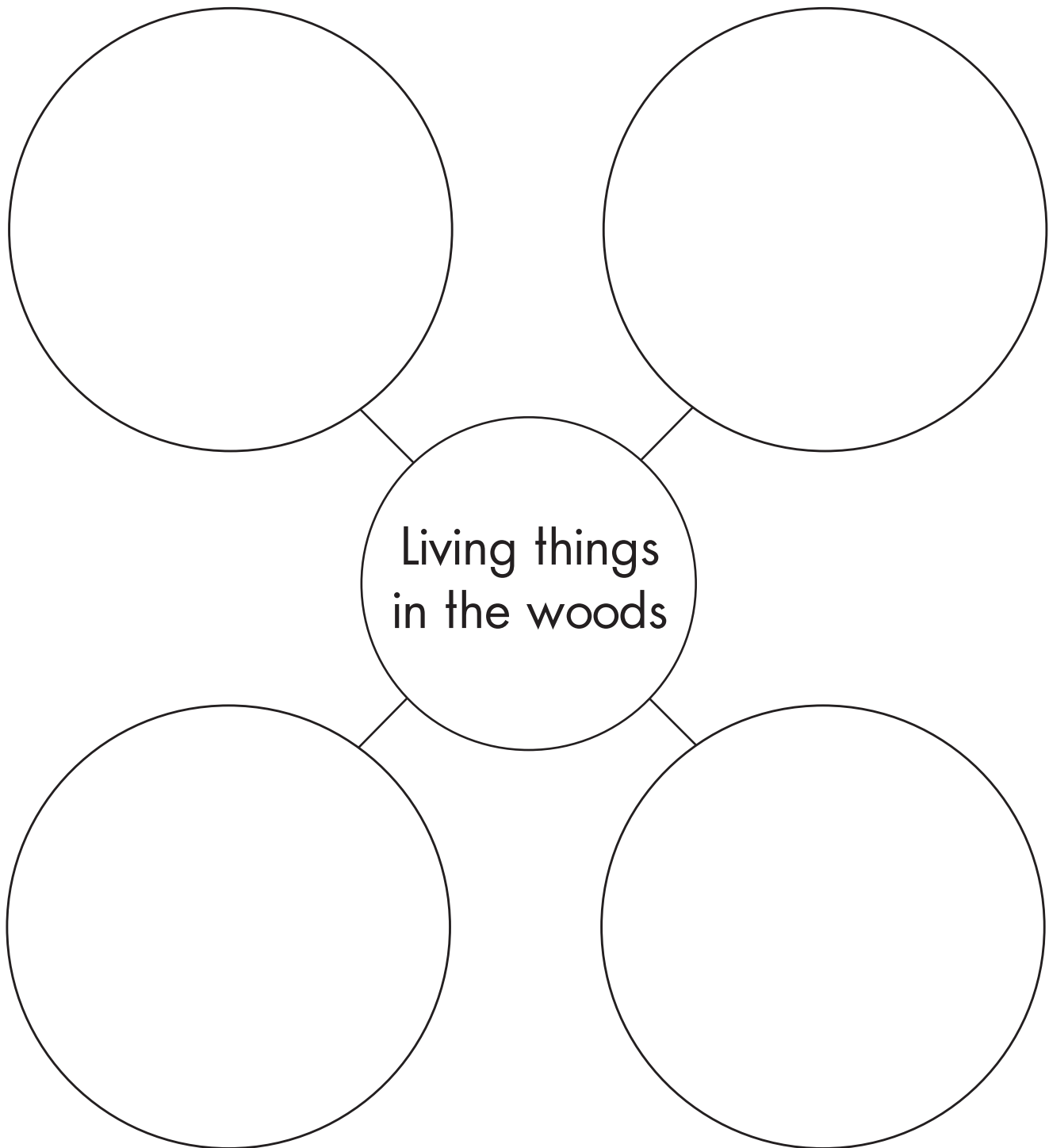
I see a bear in the woods.
It is hiding in the bushes.
The bear sees me.

9

10 I run from the bear.



Name _____



INSTRUCTIONS: Read the main idea with students. Have them draw a picture of something that lives in the woods in each circle.

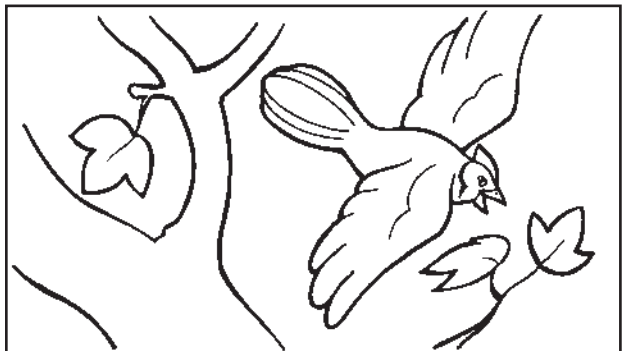
Name _____

run fly crawl hide





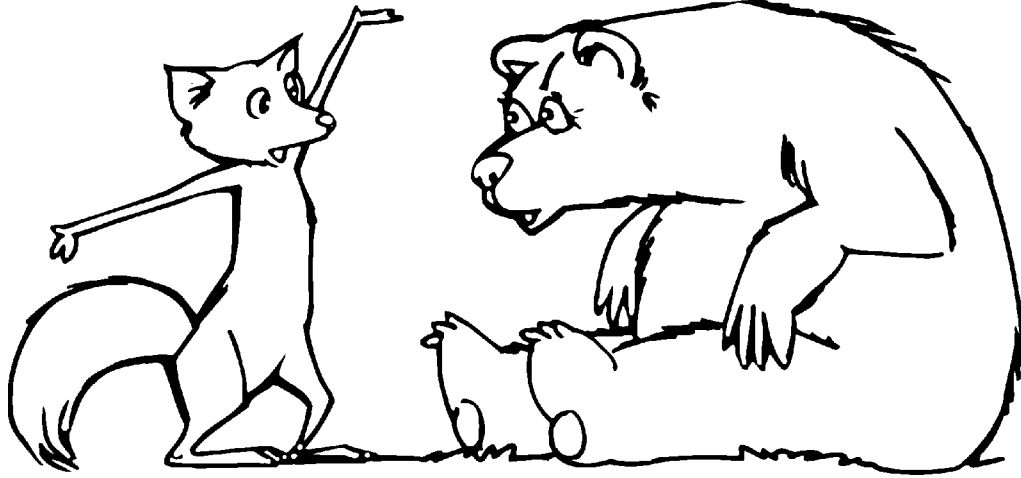




INSTRUCTIONS: Have students look at each picture. Then have them write the appropriate word from the box under each picture that describes the action.

LEVELED READER • D

The Sky Is Falling

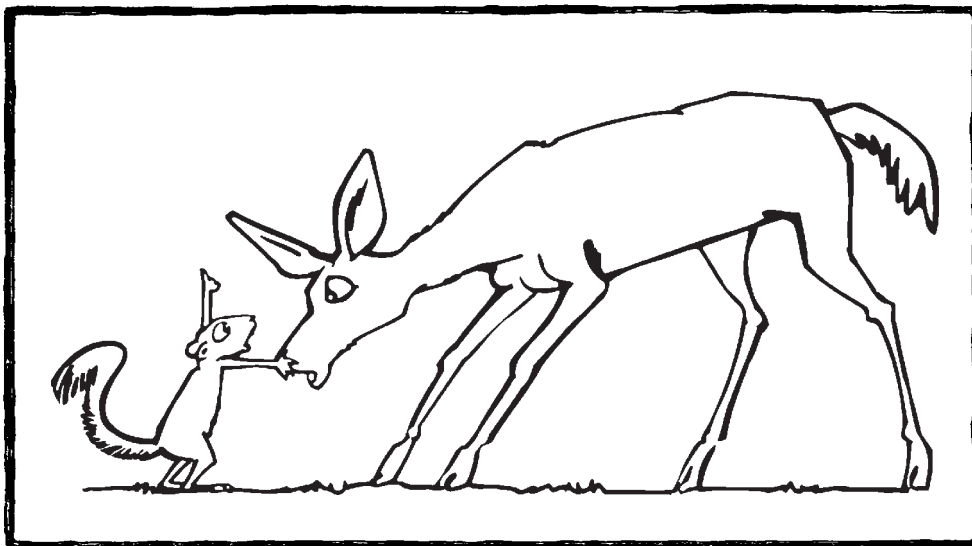


Written by Katie Knight • Illustrated by Joe Boddy

www.readinga-z.com

The Sky Is Falling

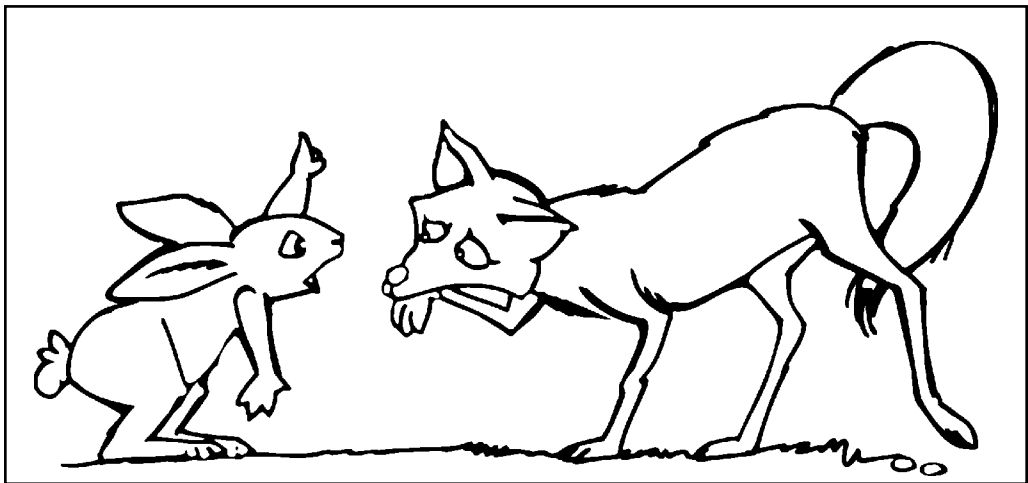
A Reading A-Z Level D Leveled Reader • Word Count: 98



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The Sky Is Falling



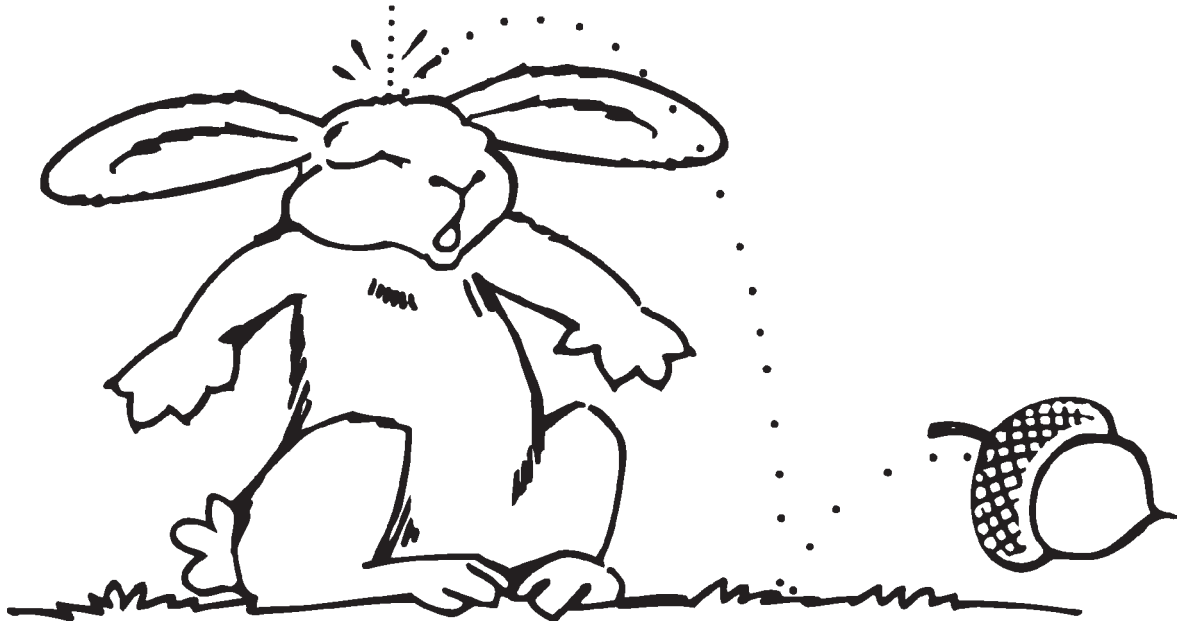
Written by Katie Knight
Illustrated by Joe Boddy

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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Level D leveled Reader
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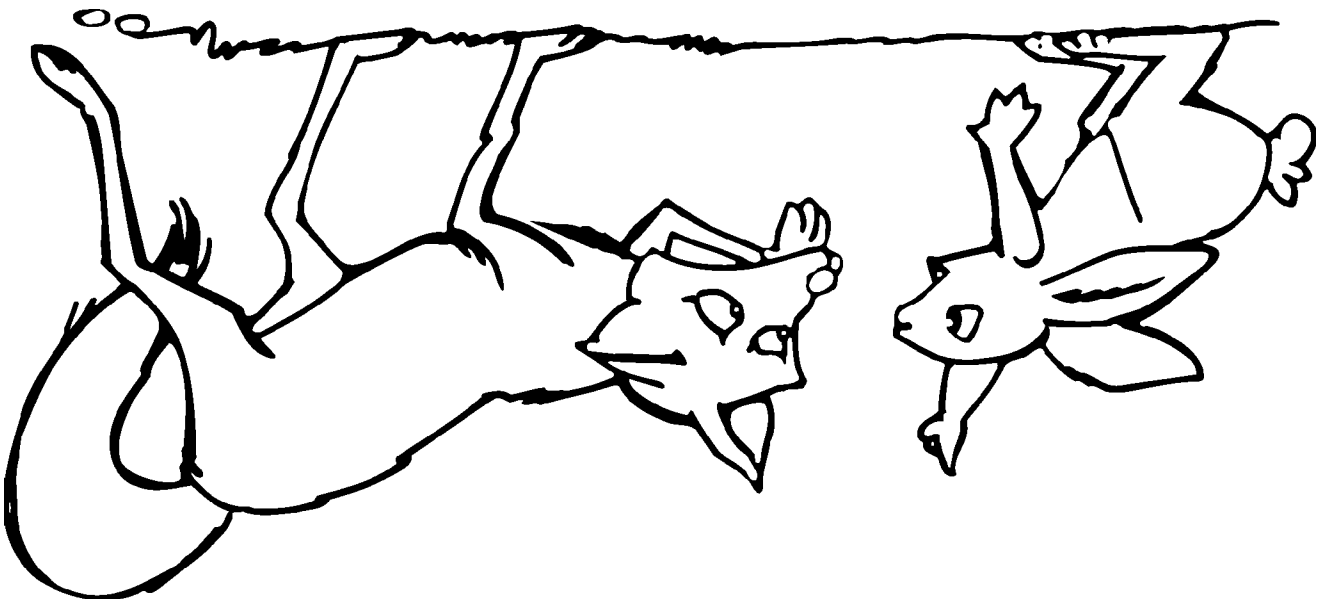


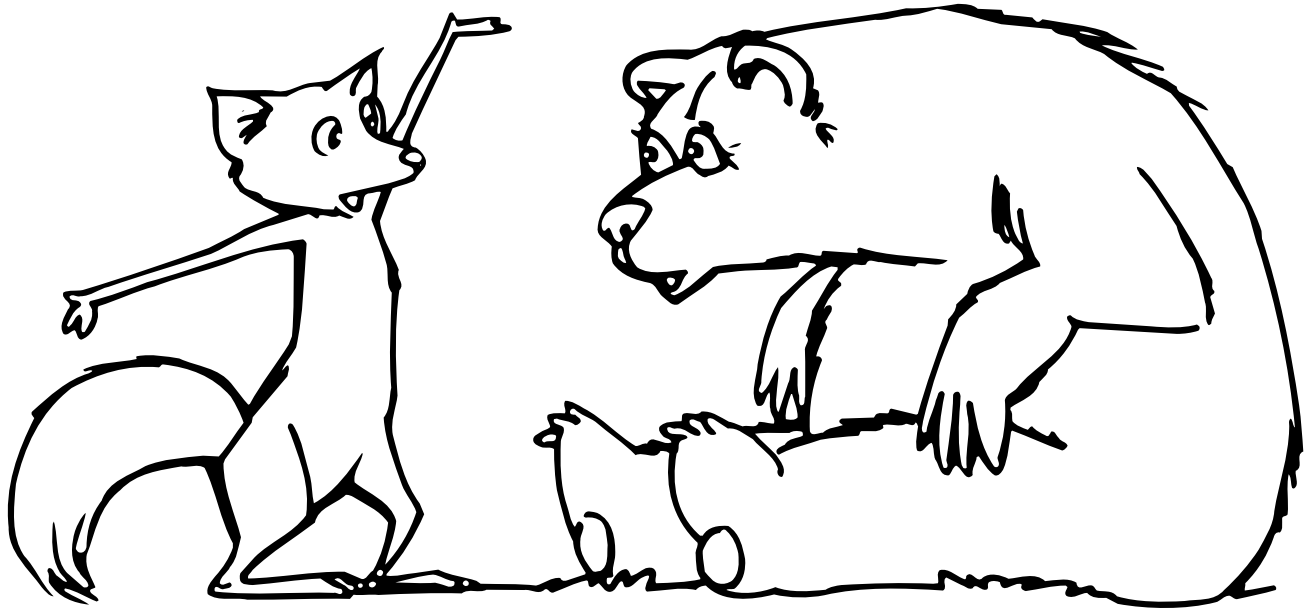
A nut falls from a tree.
The nut hits Rabbit.

3

Rabbit runs to tell Fox.
"The sky is falling," says Rabbit.

4





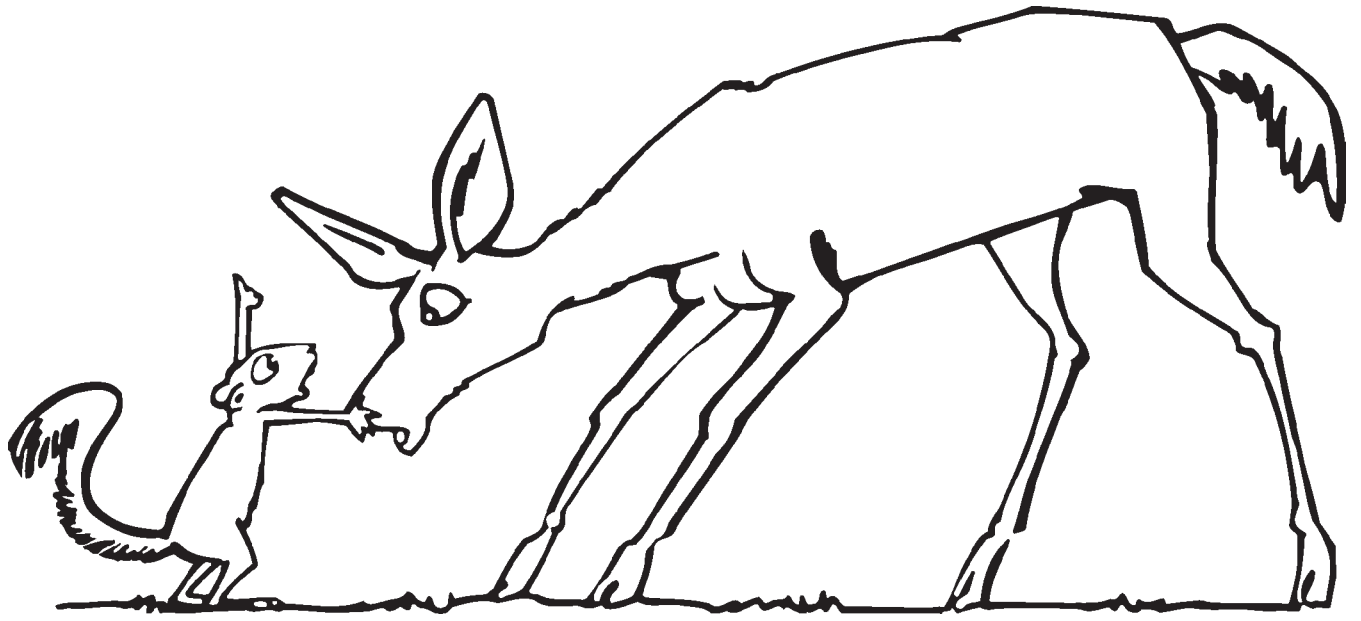
Fox runs to tell Bear.
"The sky is falling," says Fox.

5



Bear runs to tell Squirrel.
"The sky is falling," says Bear.

6



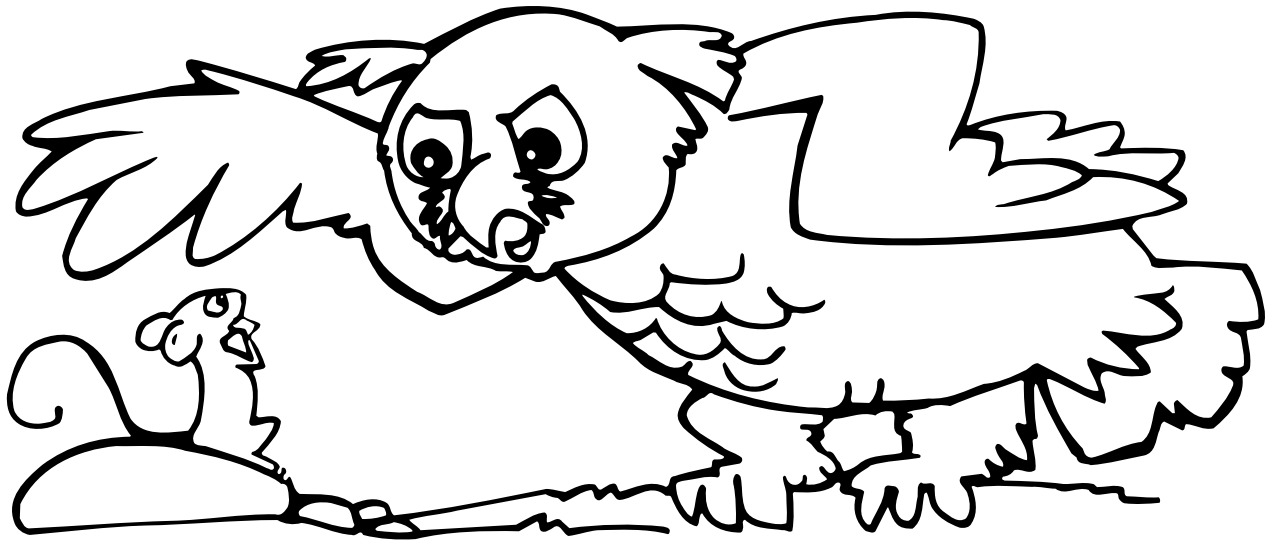
Squirrel runs to tell Deer.
"The sky is falling," says Squirrel.

7



Deer runs to tell Mouse.
"The sky is falling," says Deer.

8

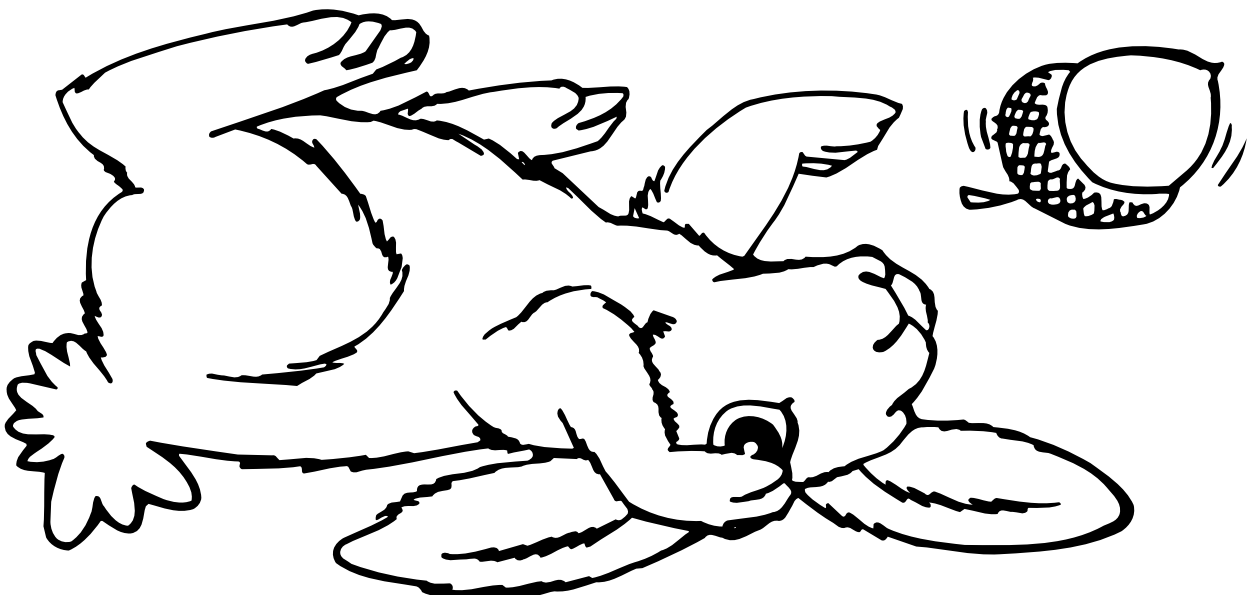


Mouse runs to tell Wise Old Owl.
"The sky is falling," says Mouse.
"No, it is not," says Wise Old Owl.

9

"A nut fell from the tree.
It hit Rabbit on the head."

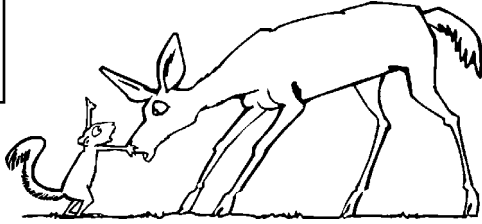
10



Name _____

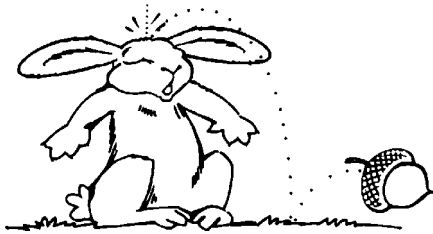
Reading a-z

INSTRUCTIONS: Have the children look at all the pictures on the page and write in the numbers in the boxes to put the story in the correct order.

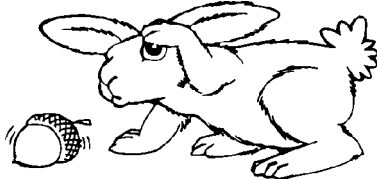


Squirrel runs to tell deer. "The sky is falling," says squirrel.

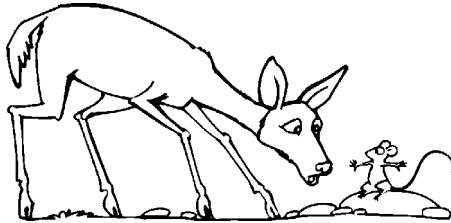
1



A nut falls from a tree. The nut hits rabbit.



"A nut fell from the tree. It hit rabbit on the head."



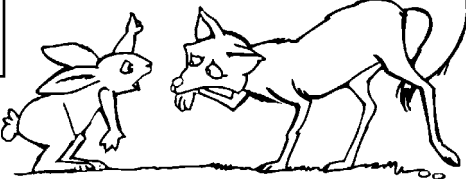
Deer runs to tell mouse. "The sky is falling," says deer.



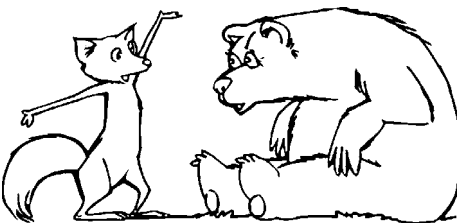
Bear runs to tell squirrel. "The sky is falling," says bear.



Mouse runs to tell wise old owl. "The sky is falling," says mouse. "No, it is not," says wise old owl.



Rabbit runs to tell fox. "The sky is falling," says rabbit.



Fox runs to tell bear. "The sky is falling," says fox.

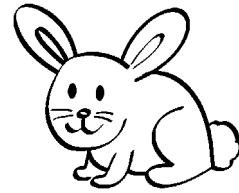
THE SKY IS FALLING • LEVEL D • 1

SKILL: COMPREHENSION

Name _____

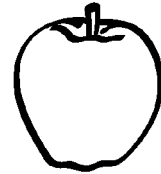
INSTRUCTIONS: Have the children look at the pictures and say the words. Tell them to circle the short vowel *a* sound in the words and draw a line from the word to the matching picture.

rabbit _____



Example:

bat



cat



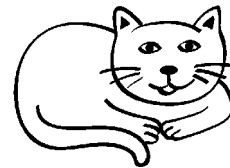
rat



apple



crab



nap



grass

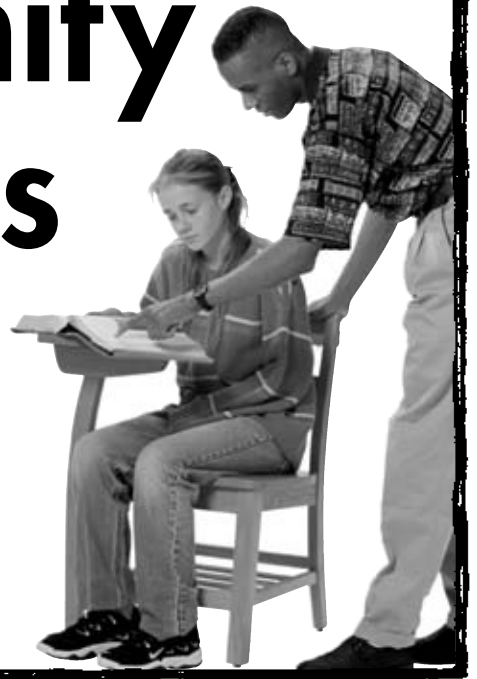


LEVELED READER • D

Community Helpers



Written by Kira Freed



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Community Helpers

A Reading A-Z Level D Leveled Reader • Word Count: 108




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Community Helpers



Written by Kira Freed

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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Companions for Independence.

Community Helpers
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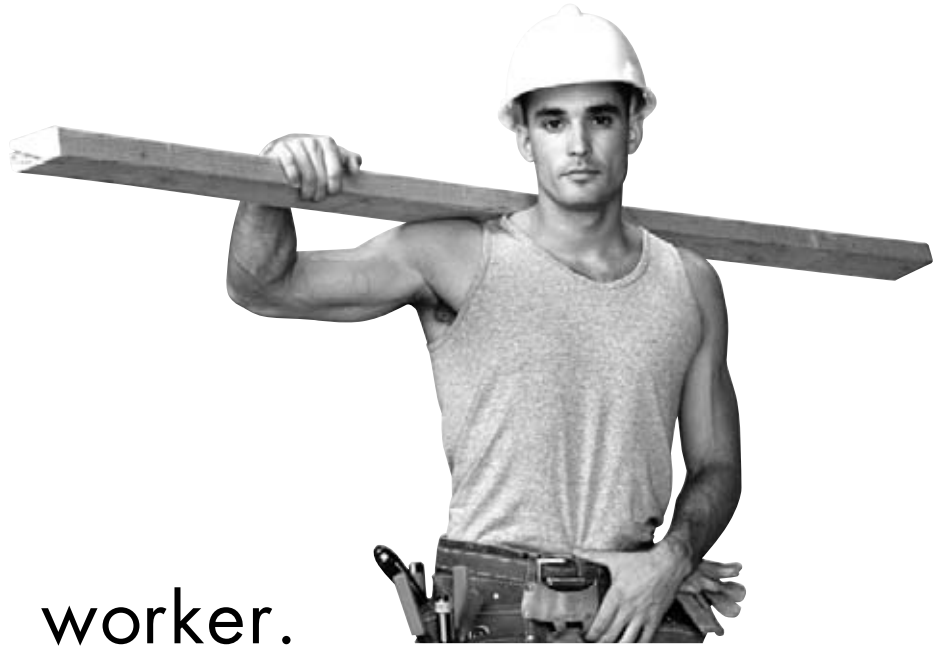
Who are the helpers
in our community?
Let's meet some of them.

3



This is a
police officer.
She is an important helper.
She lives in our community.

4



This is a
construction worker.
He is an important helper.
He lives in our community.

5

This is a doctor.
She is an important helper.
She lives in our community.

9



This is a teacher.
He is an
important helper.
He lives in our community.



7

This is a firefighter.
He is an important helper.
He lives in our community.



8



This is a baker.
He is an important helper.
He lives in our community.

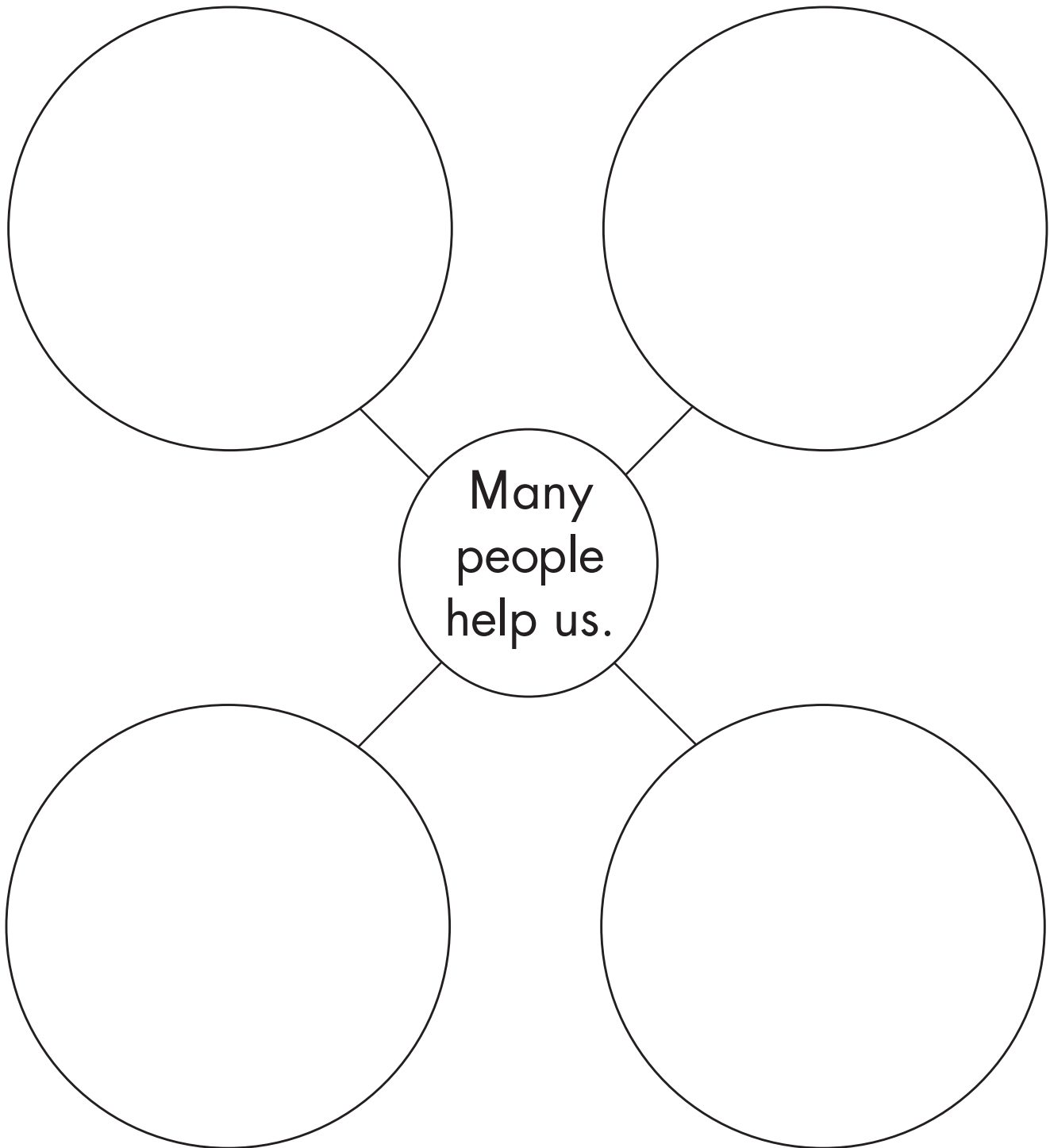
9

01



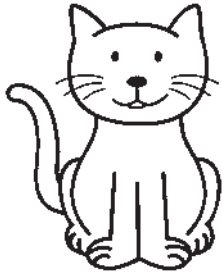
This is a service dog.
She is an
important helper, too.

Name _____

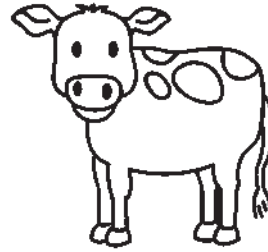


INSTRUCTIONS: Read the main idea in the center circle with students. Then have them draw and label four details that tell about people who help us.

Name _____



at



ow



ap



ar



up



an

INSTRUCTIONS: Identify each picture with students. Have them write the letter c to complete each word. Ask them to read each word aloud as they run their finger under the letters.

LEVELED READER • D

Where Animals Live



Written by Robert Charles • Illustrated by Terry Herman

www.readinga-z.com

Where Animals Live

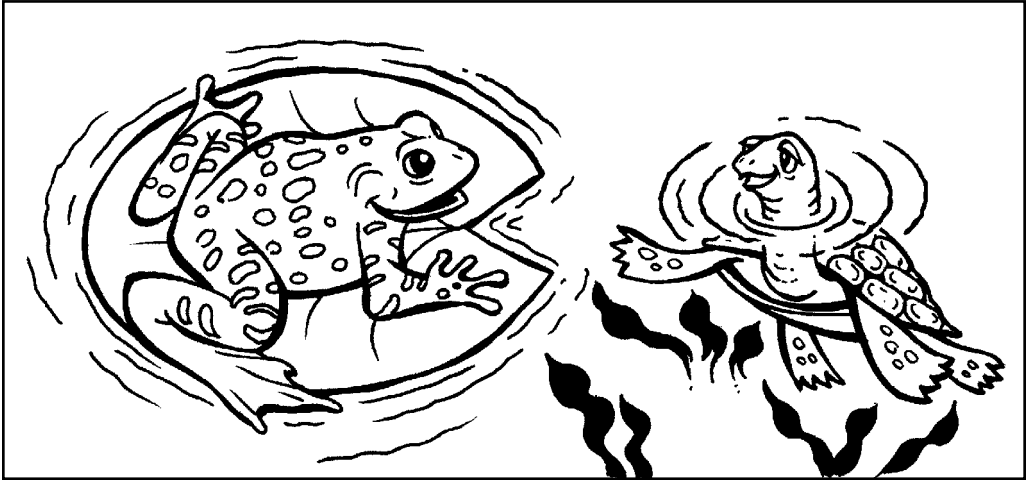
A Reading A-Z Level D Leveled Reader • Word Count: 116




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Where Animals Live



Written by Robert Charles
Illustrated by Terry Herman

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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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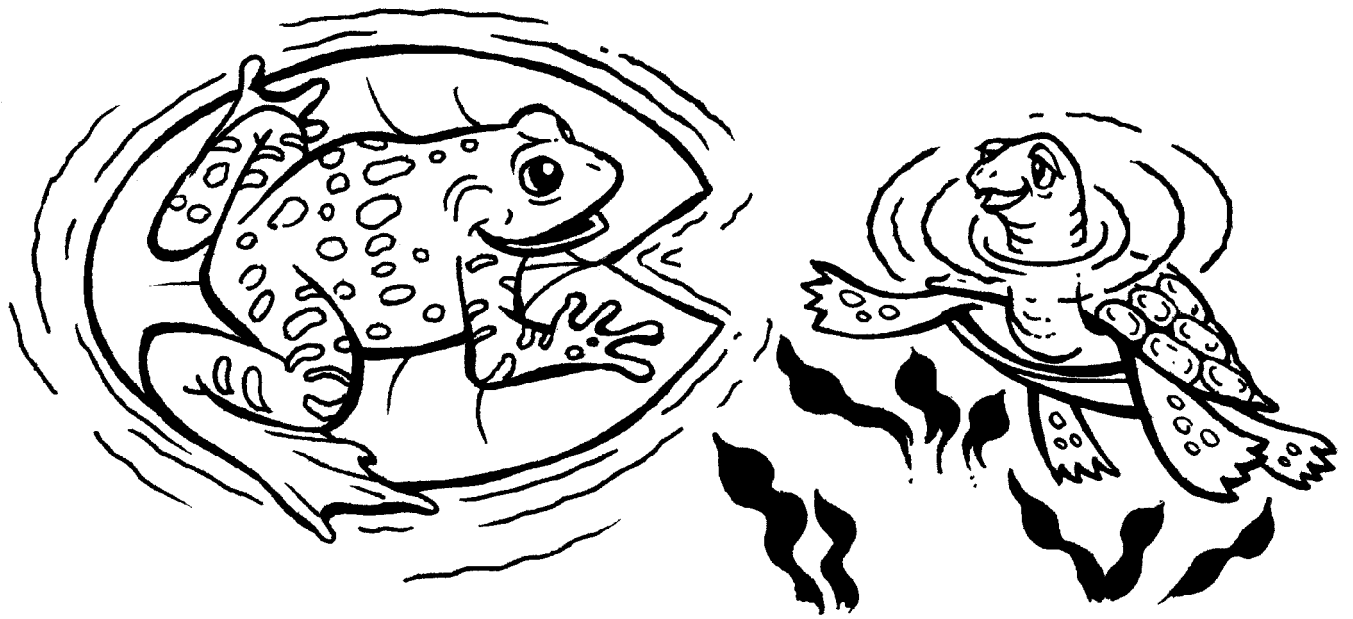
Animals live in many different places.
Some live above the ground.
Some live in the ground.
Some live on the ground.
Some live in the water.

3

This bird lives in the trees.
The monkey lives in the trees, too.

4



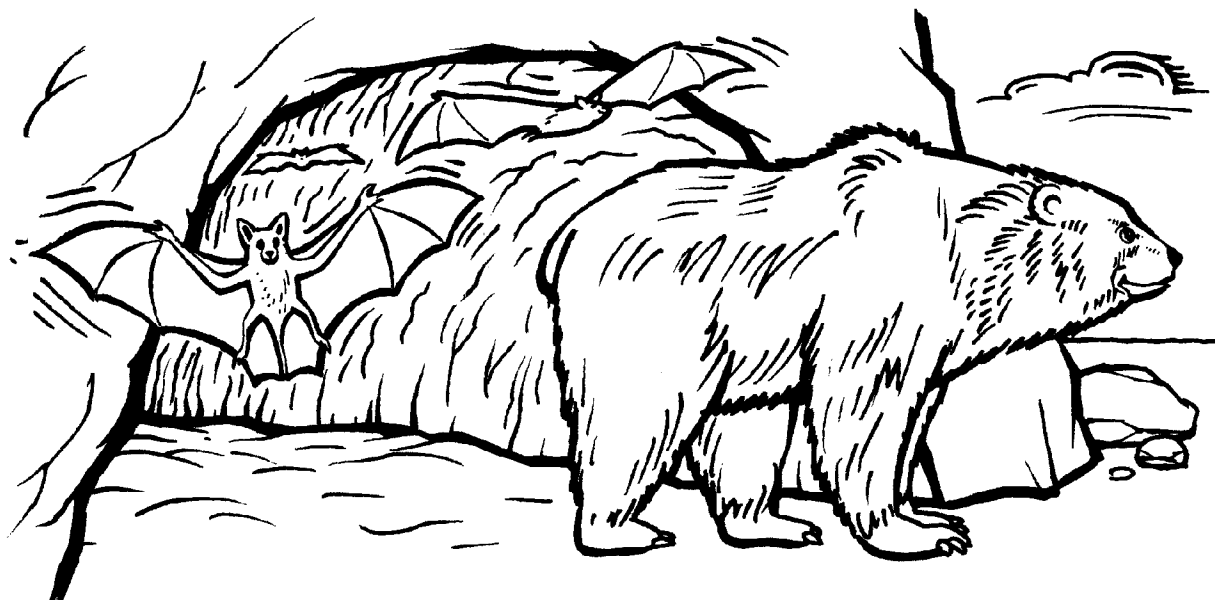


This frog lives in a pond.
The turtle lives in a pond, too.

5

9
This prairie dog lives in a burrow.
The woodchuck lives in a burrow, too.





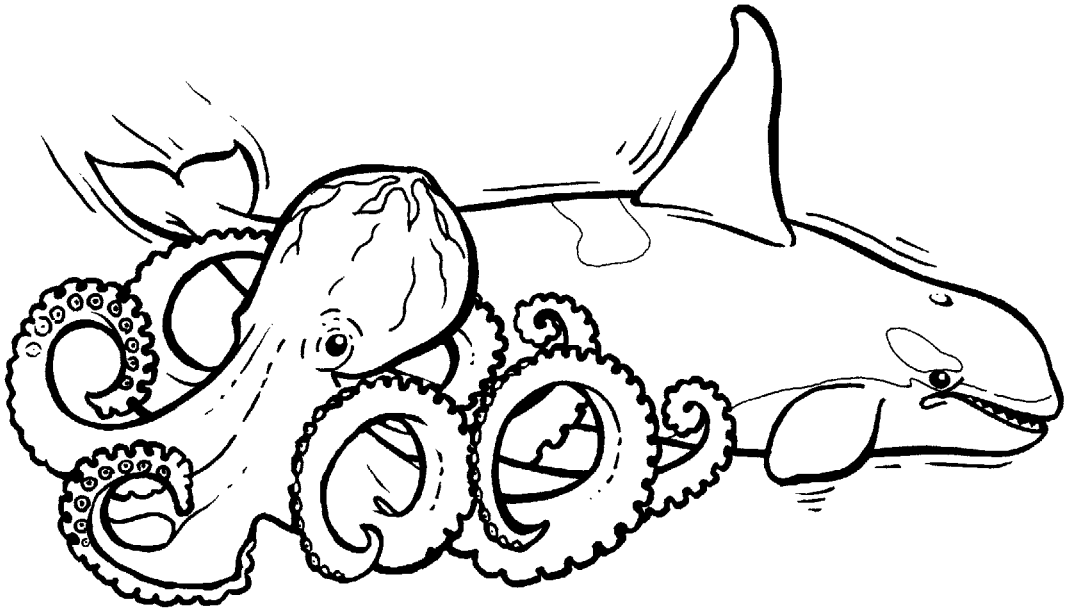
These bats live in a cave.
This bear lives in a cave, too.

7

This deer lives in the woods.
The fox lives in the woods, too.

8



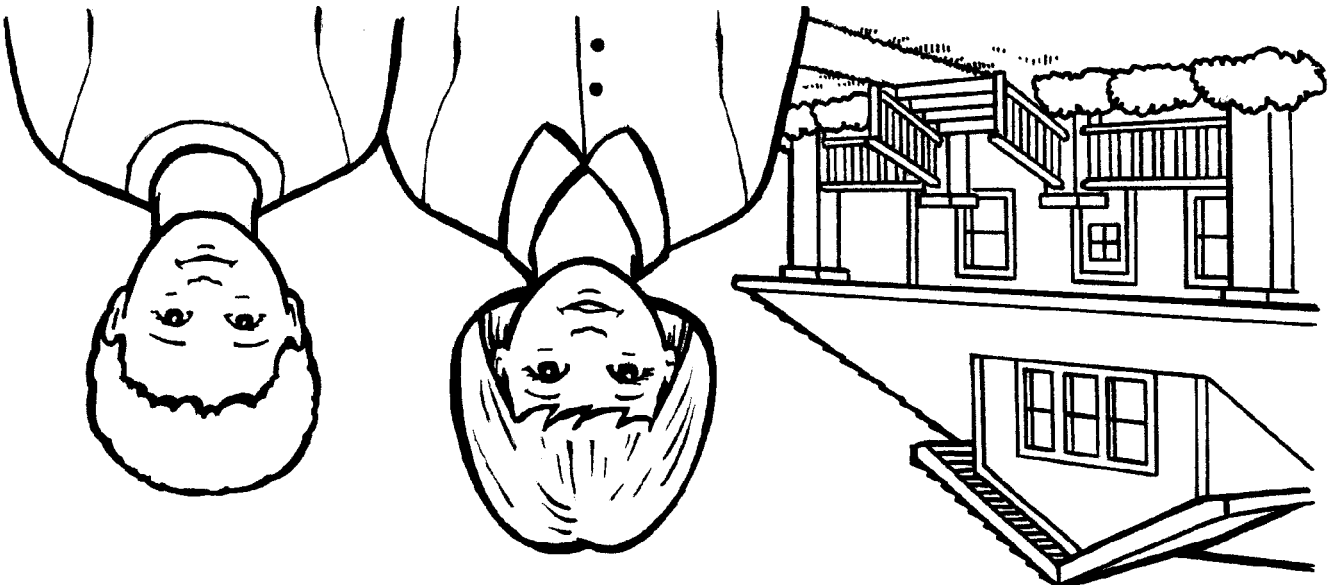


This octopus lives in the ocean.
The whale lives in the ocean, too.

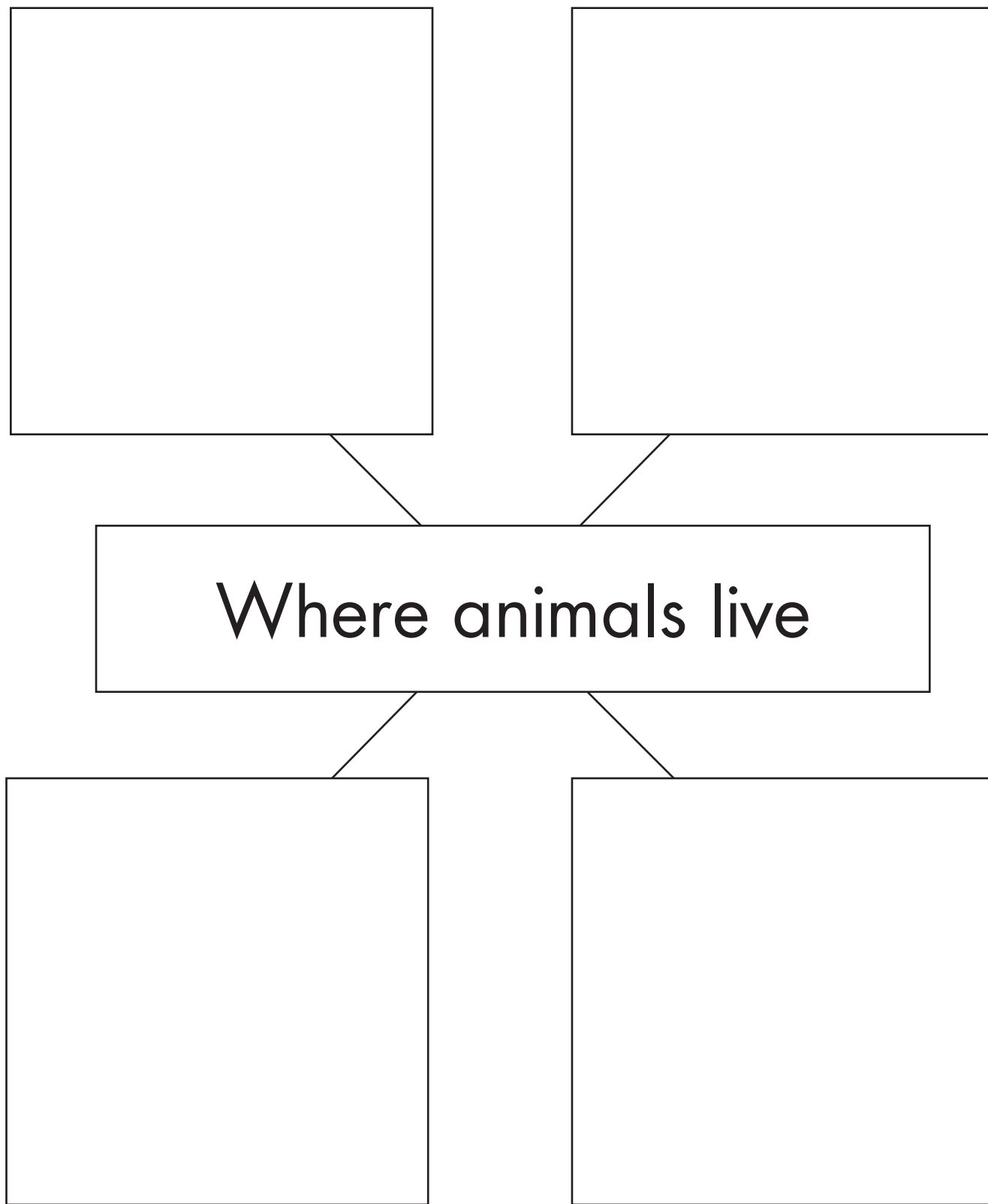
9

Mandy and Michael live in a house.
People are animals, too.

10



Name _____

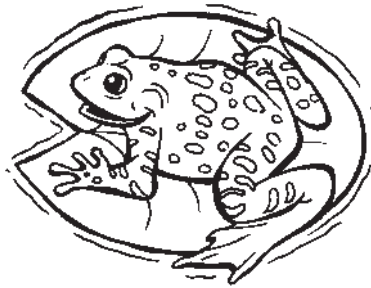


INSTRUCTIONS: Read the main idea with students. Have them draw and label four places animals live in the boxes.

Name _____

bats live in caves

WHERE ANIMALS LIVE • LEVEL D • 2



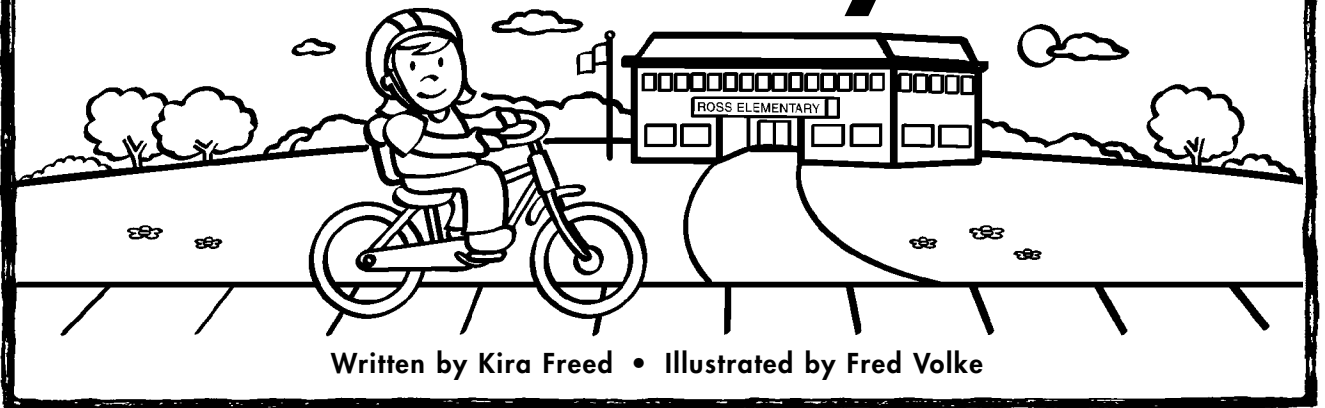
frogs live in ponds

SKILL: CAPITALIZATION AND PUNCTUATION

INSTRUCTIONS: Read each sentence with students. Have them rewrite each sentence on the lines using correct capitalization and punctuation.

LEVELED READER • D

Getting Around the City

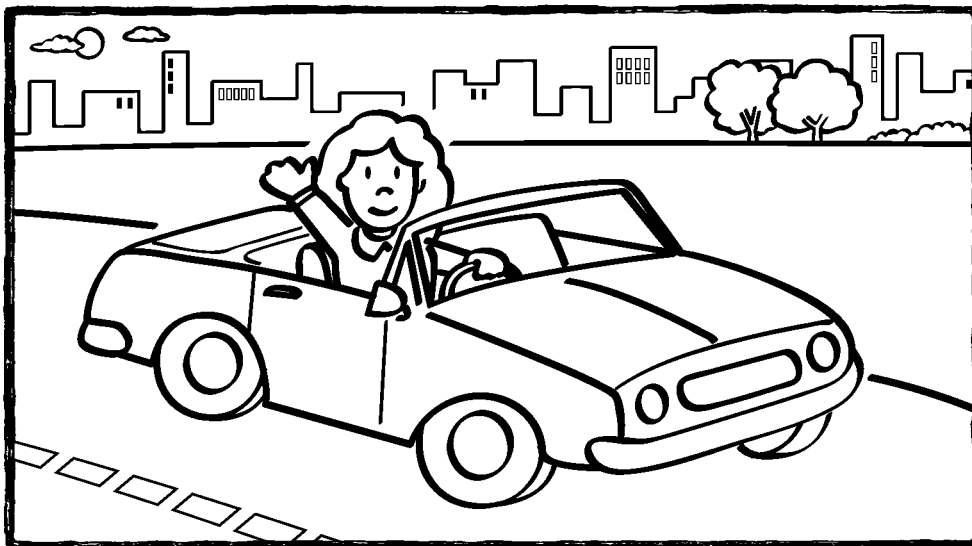


Written by Kira Freed • Illustrated by Fred Volke

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Getting Around the City

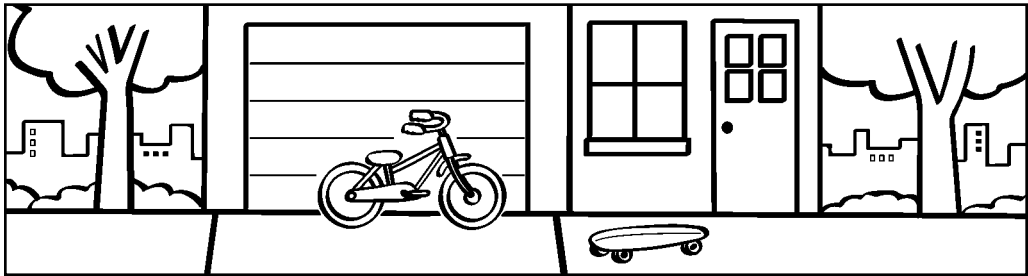
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Reading a-z

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Getting Around the City



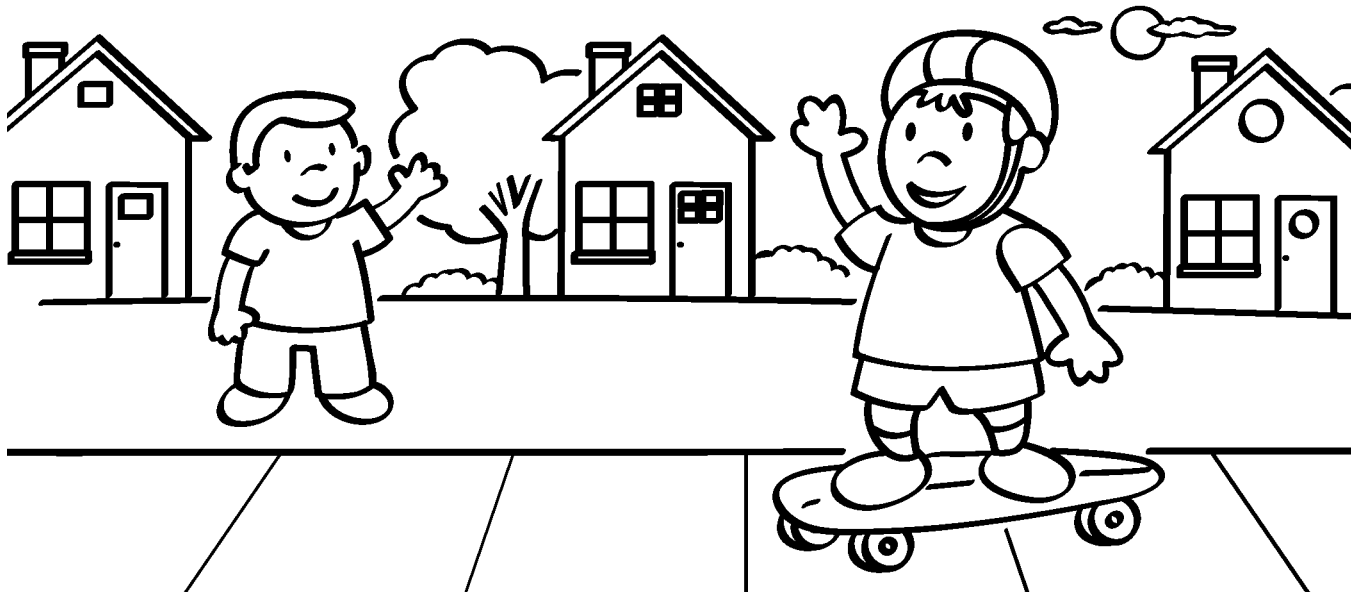
Written by Kira Freed
Illustrated by Fred Volke

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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Level D leveled Reader
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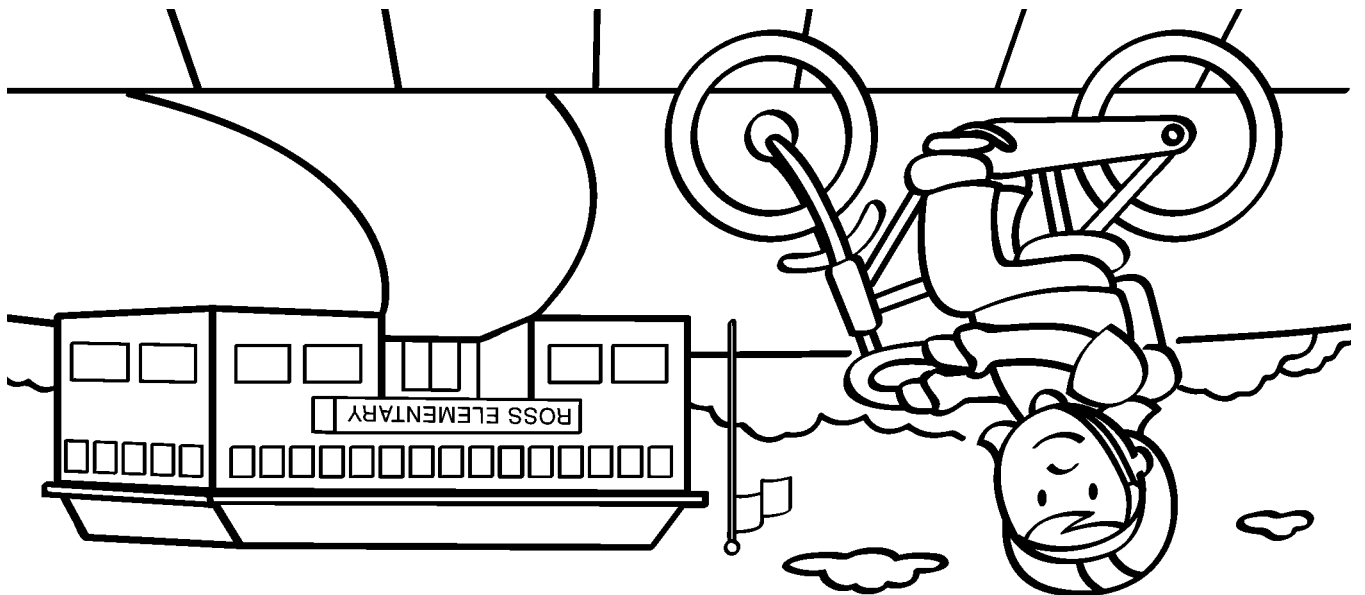


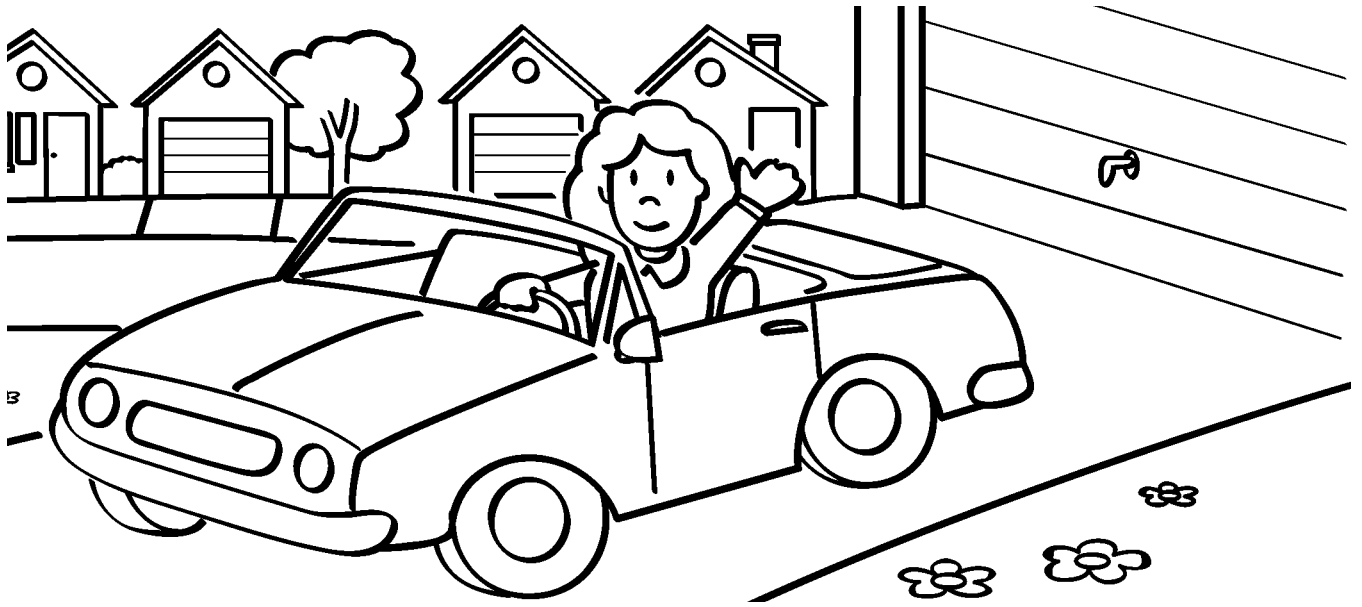
I go to my friend's house.
I go on my skateboard.

3

My sister goes to school.
She goes on a bike.

4



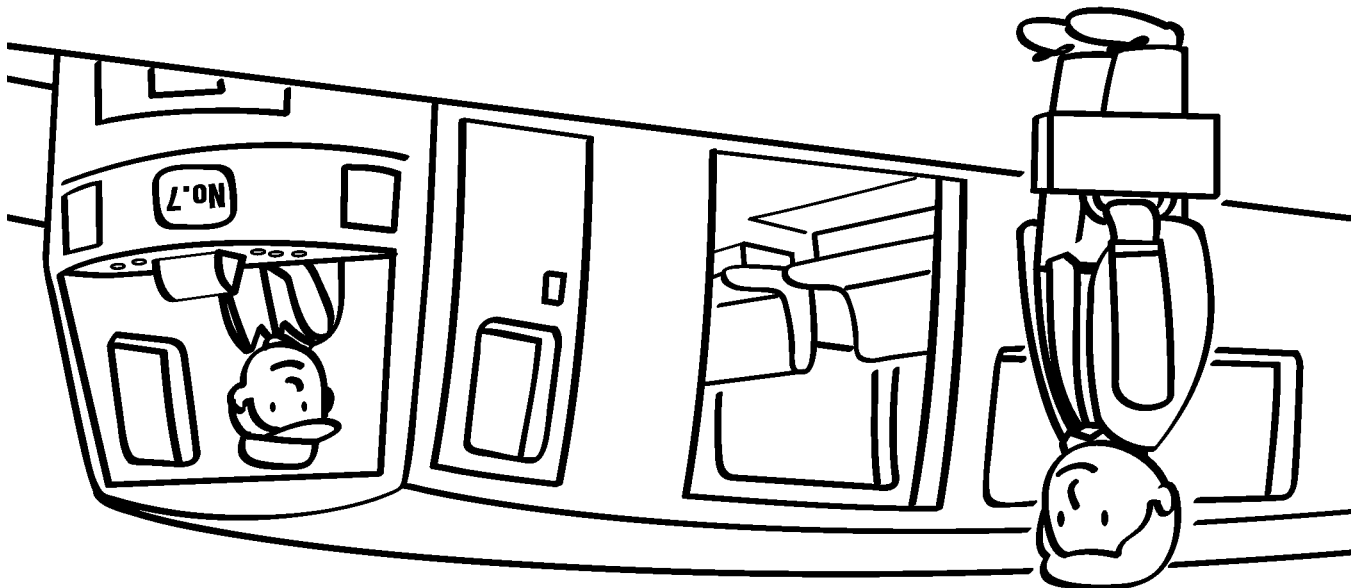


My mom goes to work.
She goes in a car.

5

My dad goes to work.
He goes on the subway.

9



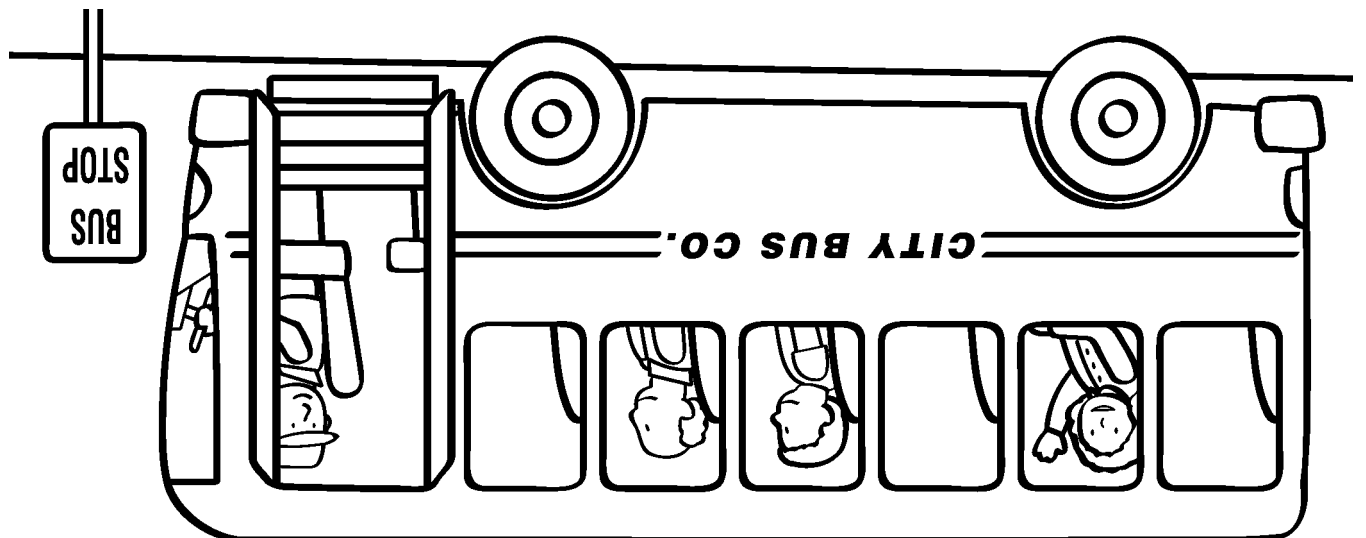


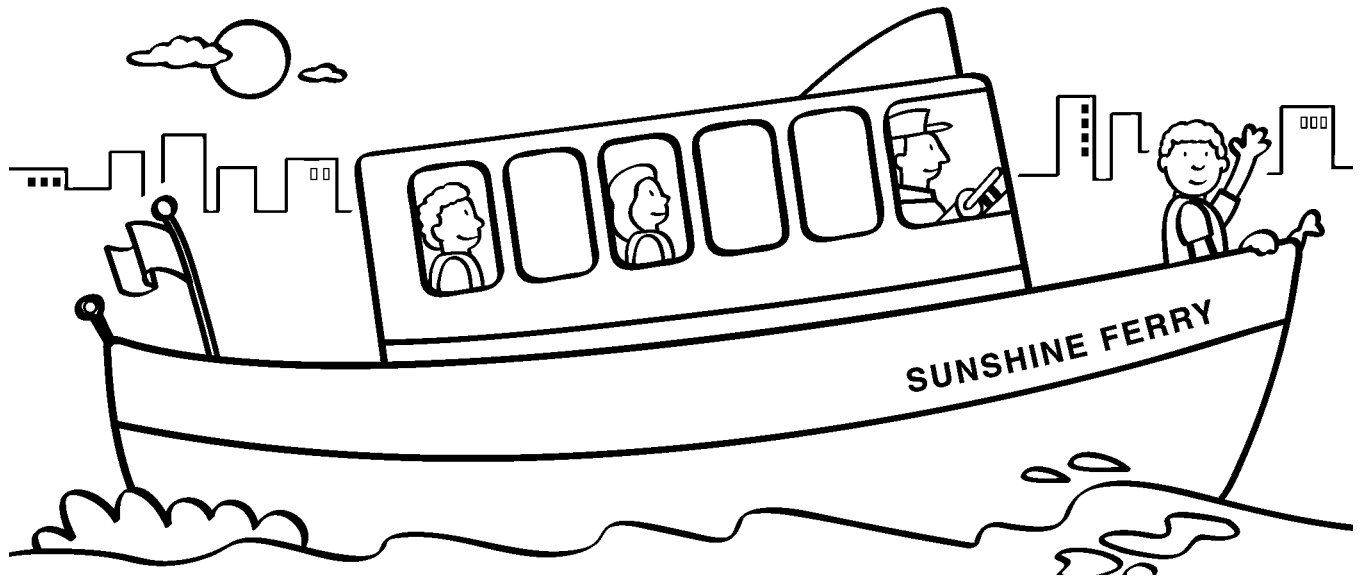
My grandpa goes to the airport.
He goes in a taxi.

7

My aunt goes to the store.
She goes on a bus.

8



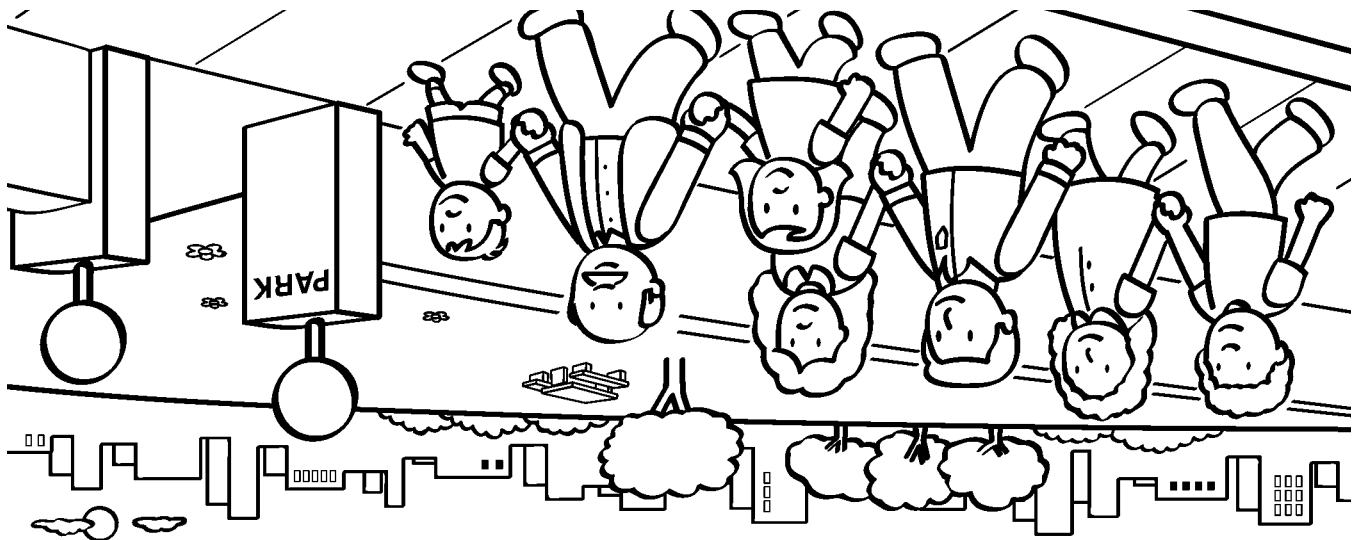


My uncle goes to his office.
He goes on a ferry boat.

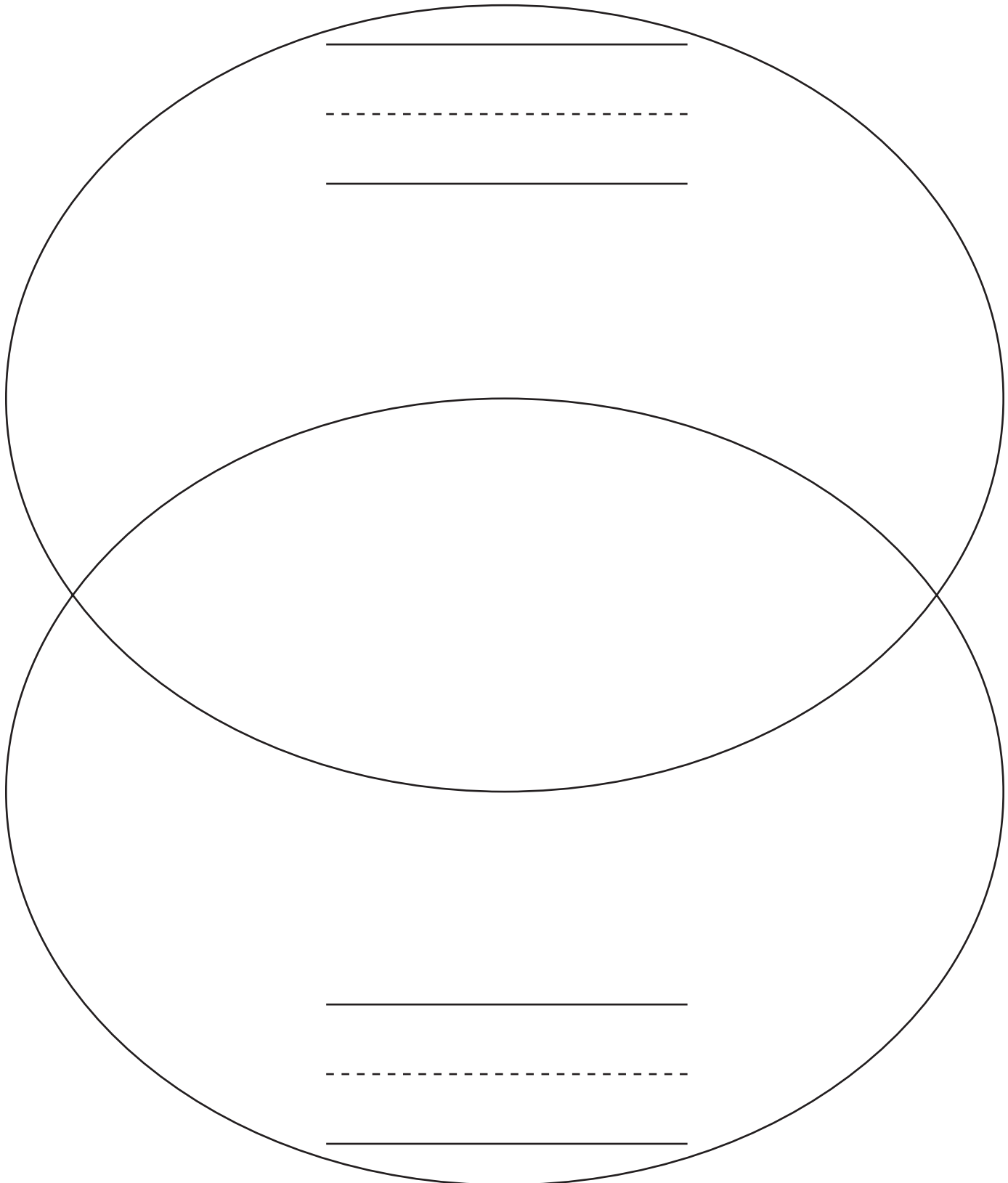
9

We all go to the park.
We walk.

10



Name _____

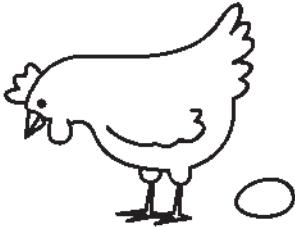
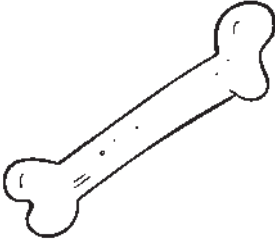
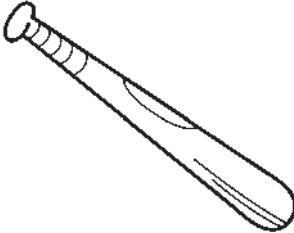
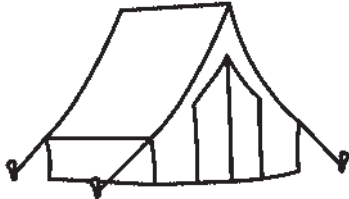
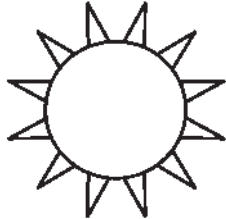
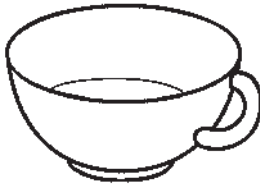
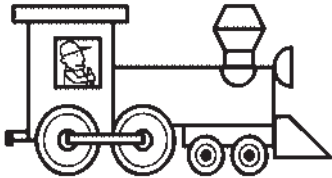


GETTING AROUND THE CITY • LEVEL D • 1

SKILL: COMPARE AND CONTRAST

INSTRUCTIONS: Have students choose two types of transportation in the book and write each word on a line. Have them draw and label one way the transportation types are alike where the circles overlap. Then have students draw and label one way the transportation types are different in the outer circles.

Name _____

INSTRUCTIONS: Identify each picture with students, stretching the sounds in each word. Then have them color the pictures in each box whose names have the same middle vowel sound. Have students put an X through each box with pictures that do not have the same middle vowel sound.

LEVELED READER • D

The Team

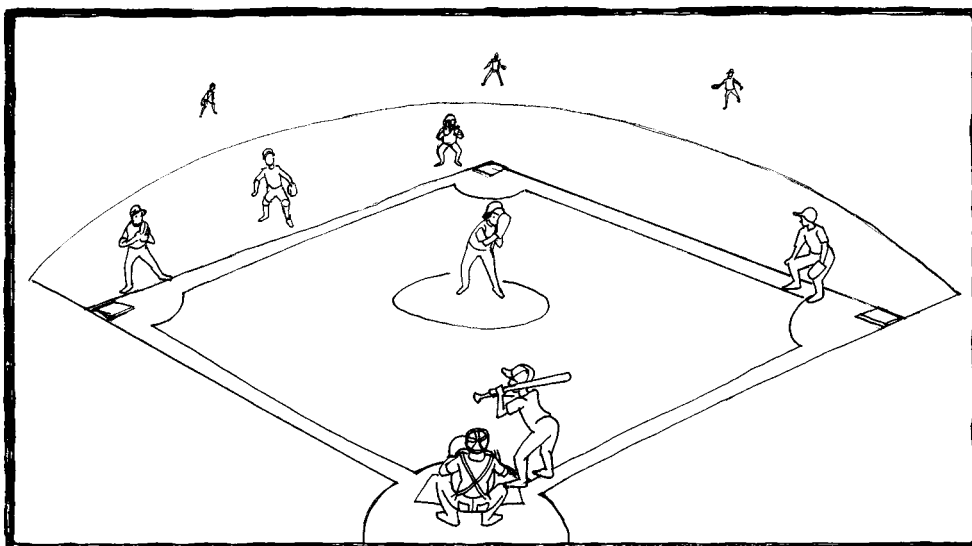


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The Team

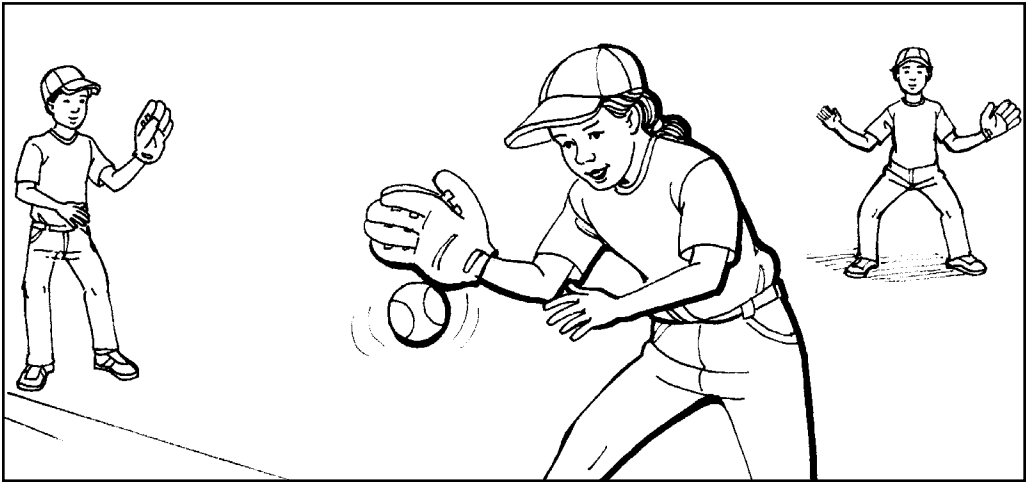
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The Team



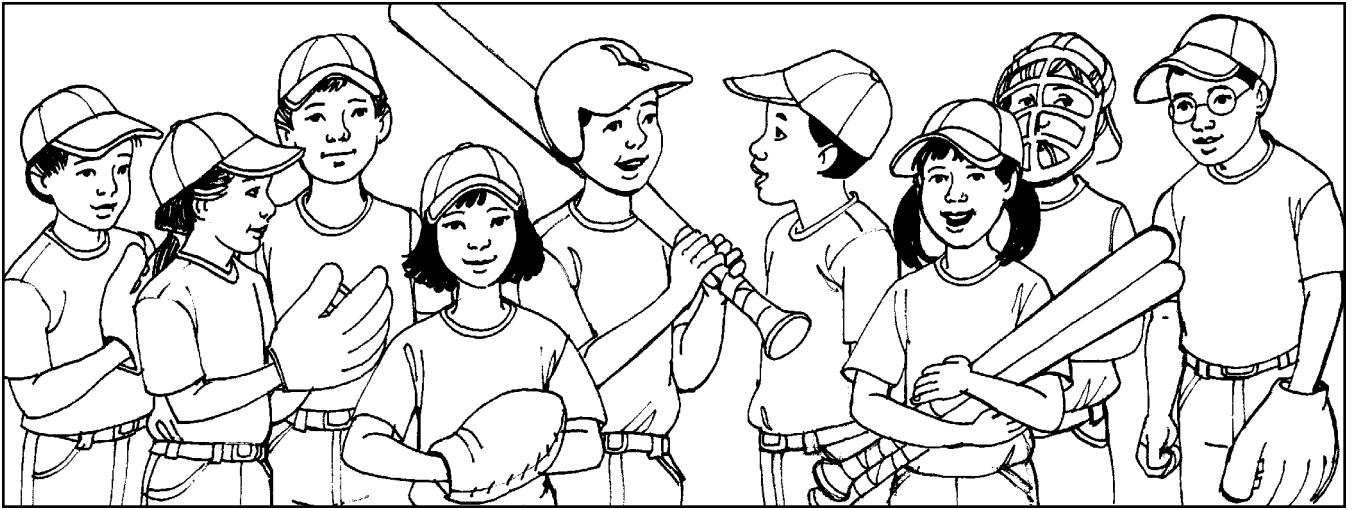
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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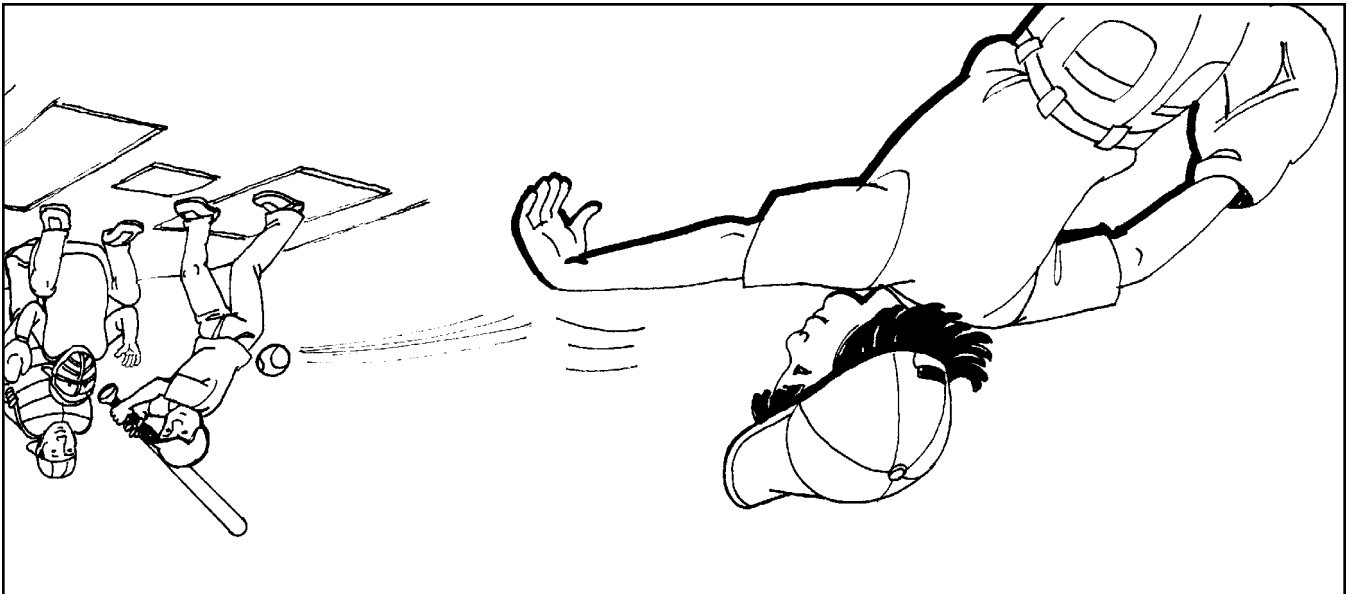


Teams have players.
A baseball team has nine players.
Each player is important.

3

The pitcher is very important.
She pitches the ball to the batter.

4



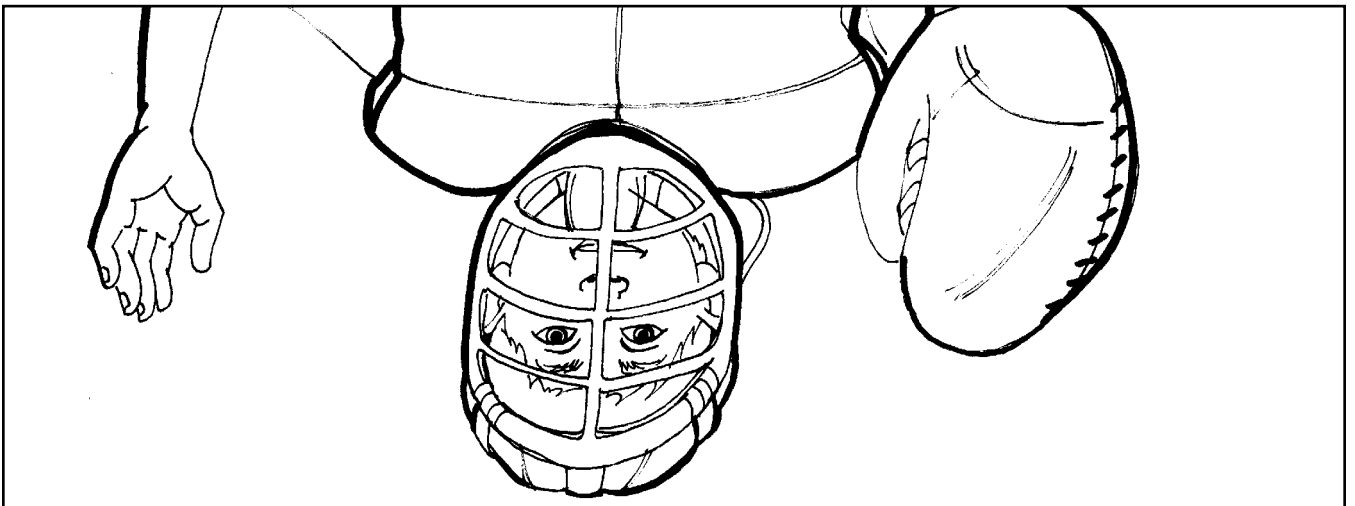


The batter is very important.
He hits the ball the pitcher pitches.

5

The catcher is very important.
He catches the ball
the pitcher pitches.

9

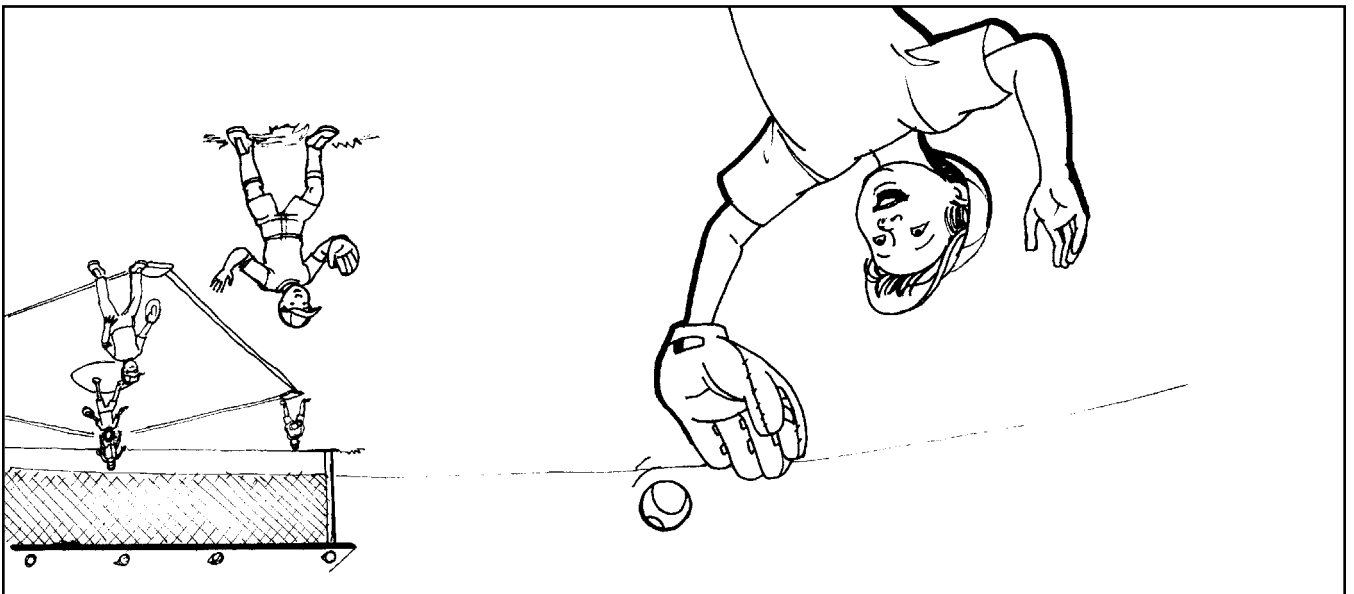


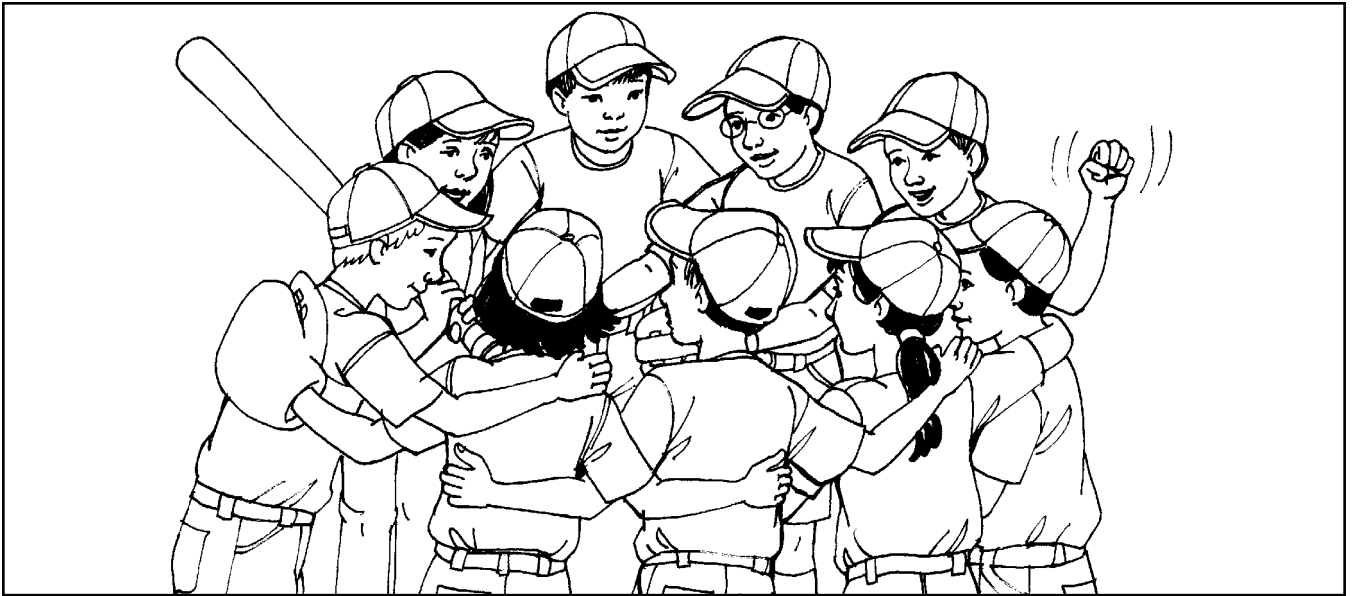


The infielder is very important.
She catches the ball the batter hits.

7

8
The outfielder is very important.
He catches the ball the batter hits.



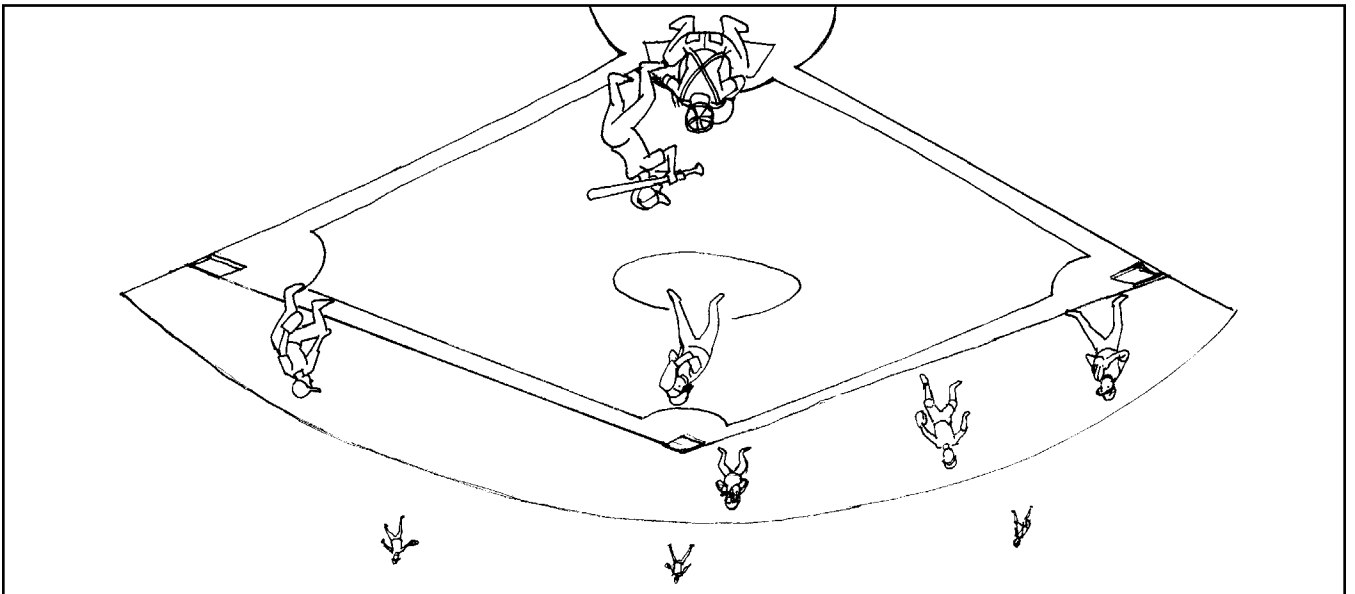


All the players are important.
To win, a team needs each player.

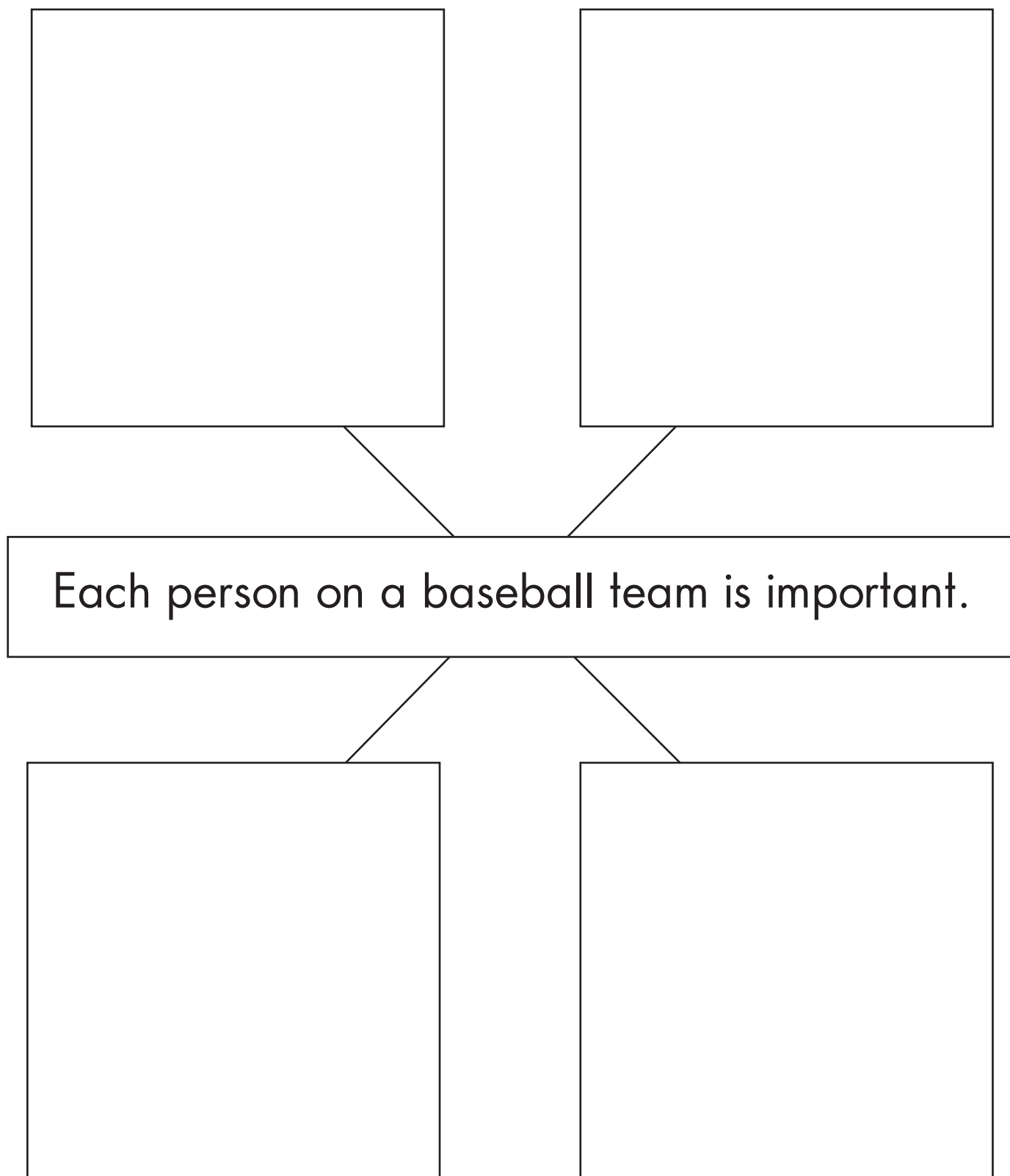
9

Baseball is a team sport.
Players play together to win.

10

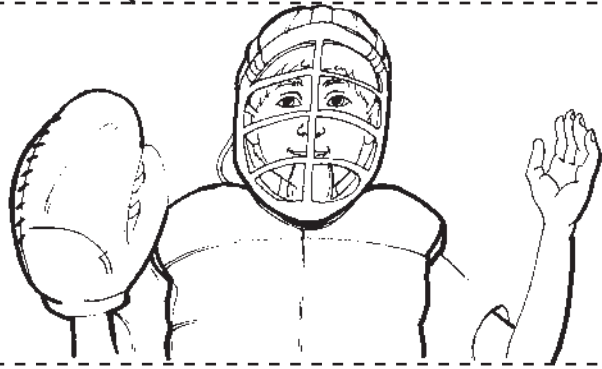
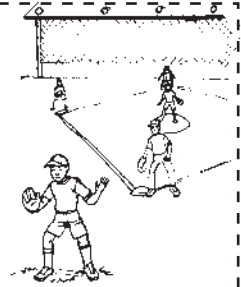


Name _____



INSTRUCTIONS: Read the main idea with students. Have them draw and label details from the book that support the main idea in each of the boxes.

Name _____



batter

pitcher

catcher

outfielder

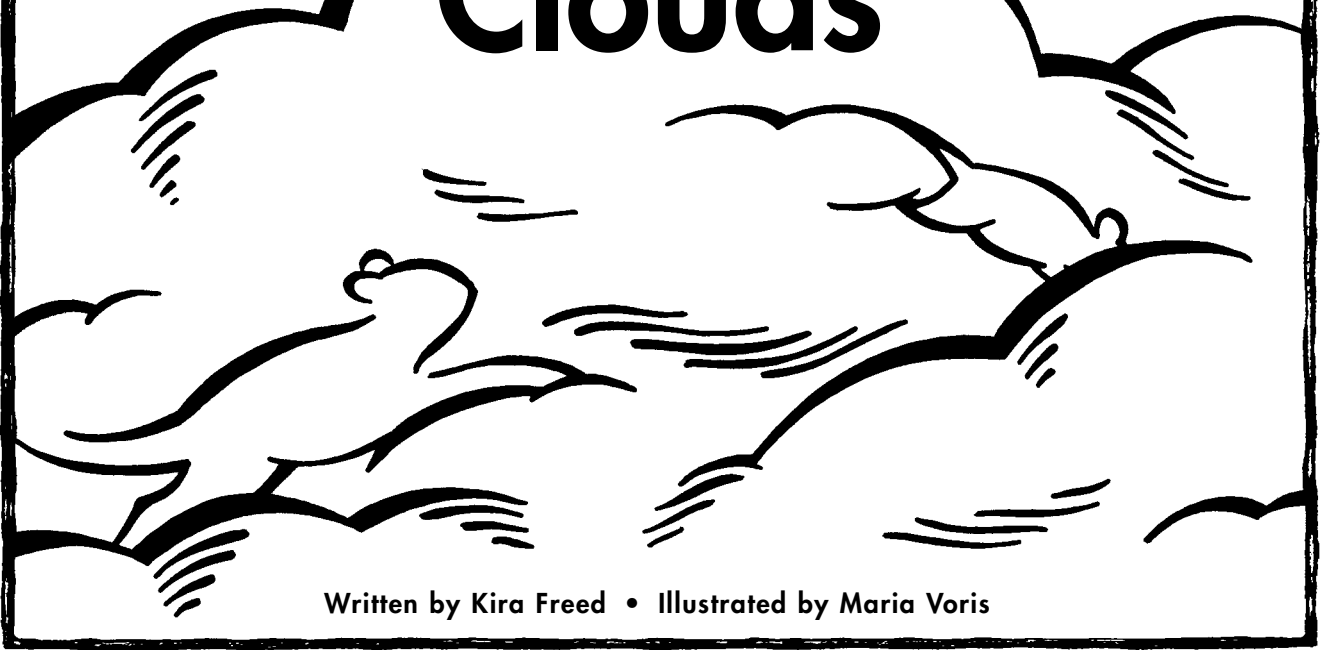
THE TEAM • LEVEL D • 2

SKILL: CONTENT VOCABULARY

INSTRUCTIONS: Identify each picture and read each word with students. Ask them to cut apart the cards and turn them upside down to play a game with a partner. Have each student in the pair turn over a picture card and word card. If they match, have students use the word correctly in a sentence to keep a match. If they don't match, have them turn the cards over and allow their partner to have a turn.

LEVELED READER • D

Clouds

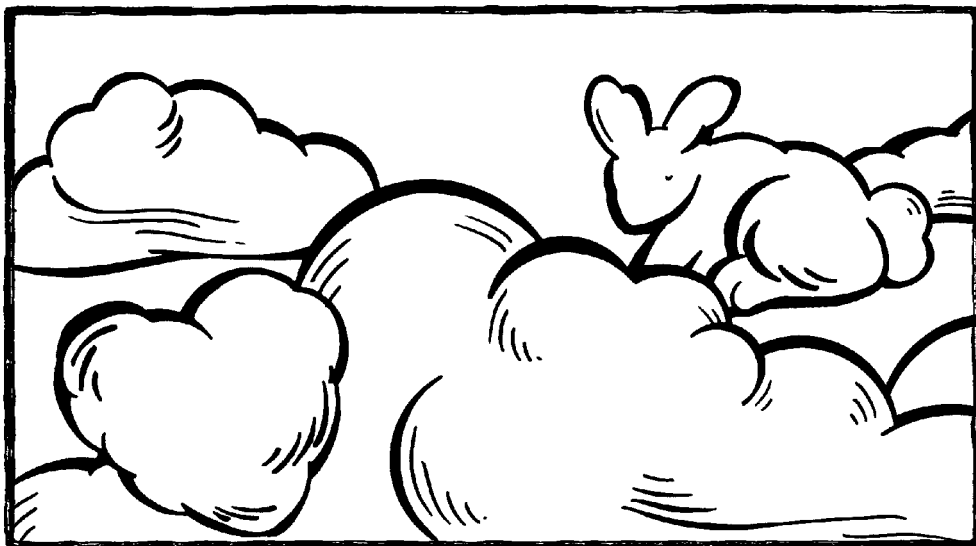


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Clouds

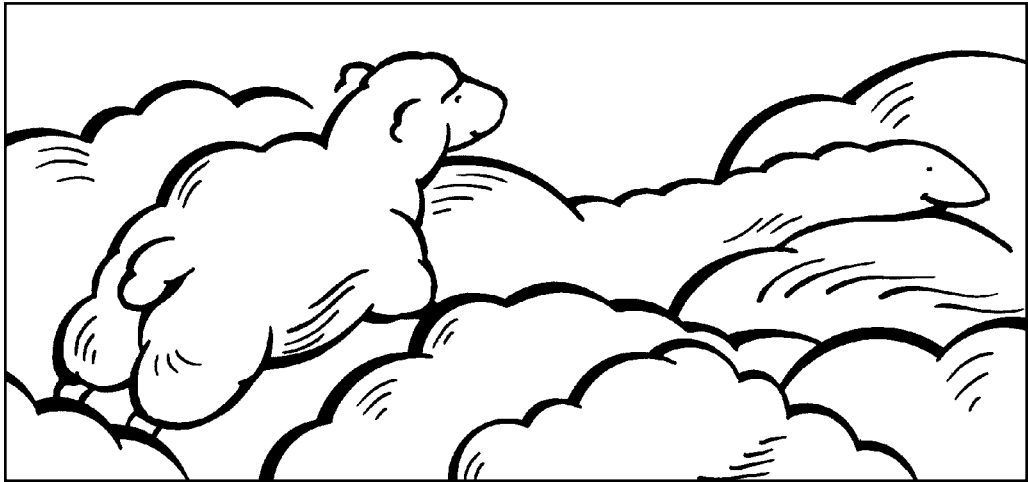
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Clouds



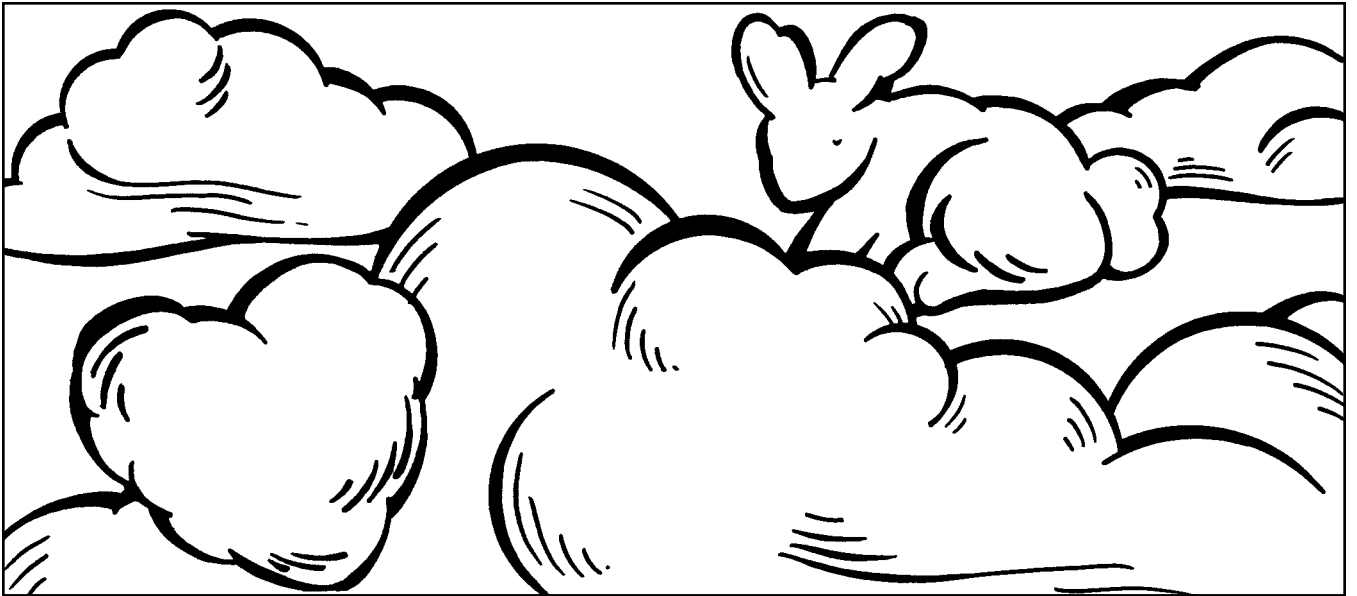
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Big white clouds fill the blue sky.
What do you see in the clouds?

3

Look at the puffy clouds.
I see a snowman.
What do you see?

4





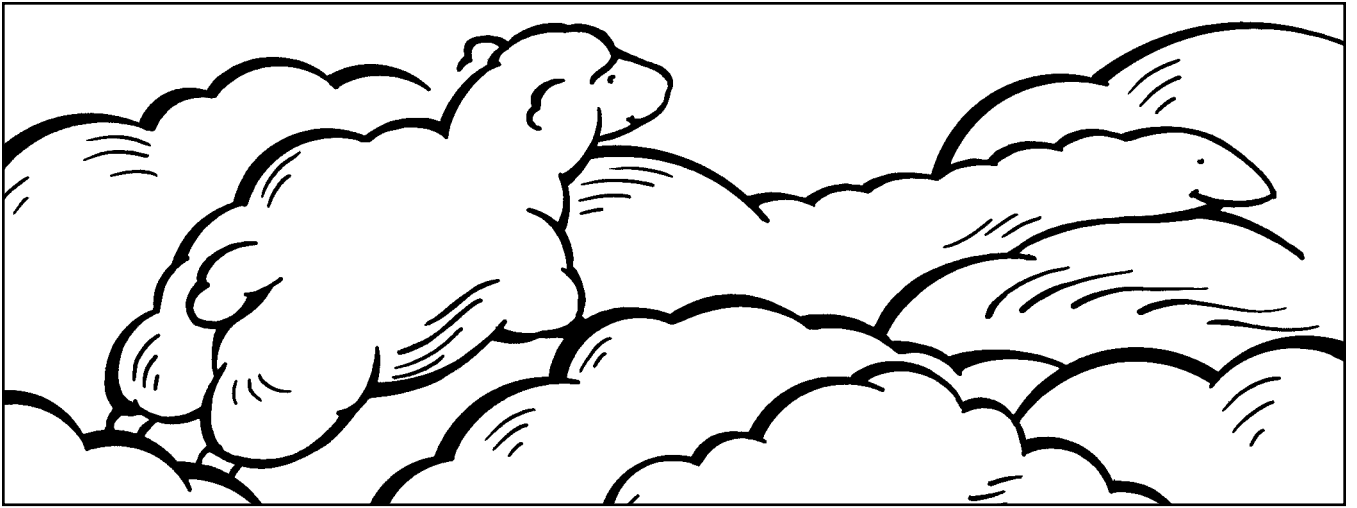
Look at the jumbo clouds.
A whale is what I see.
What do you see?

5

Look at the round clouds.
I see a creamy pie.
What do you see?

9





Do you see the fuzzy clouds?
A sheep is what I see.
Do you see it, too?

7

Look at the very tall clouds.
I see a mountain.
Can you see the mountain?

8

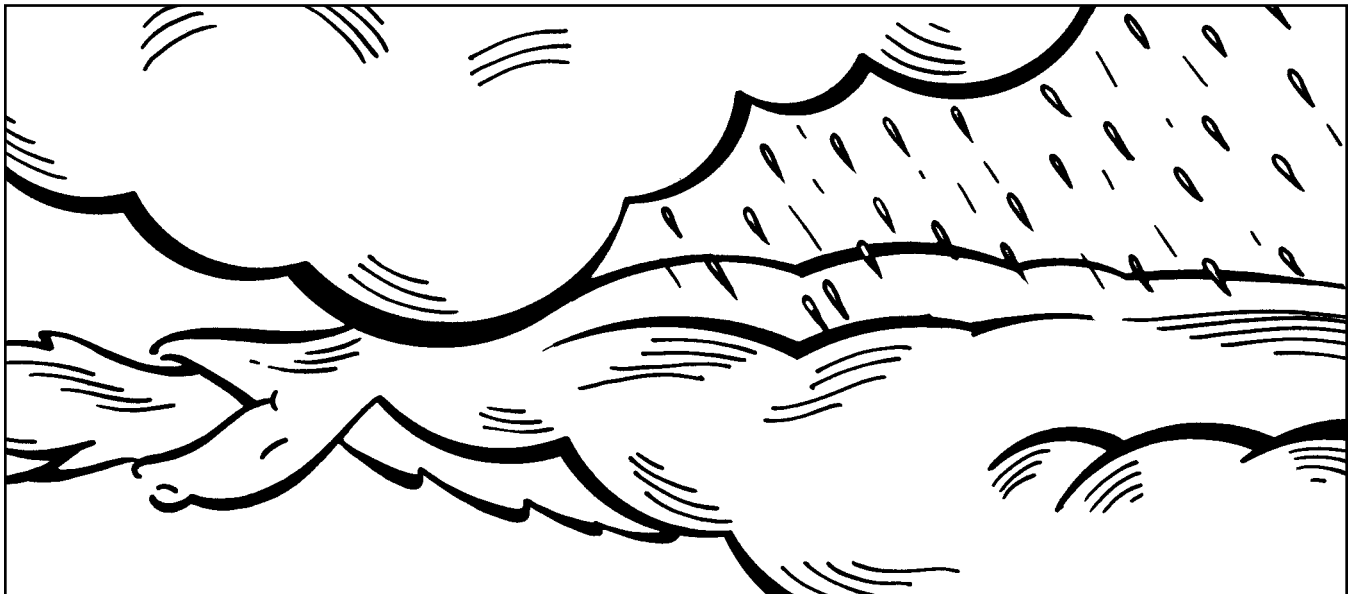




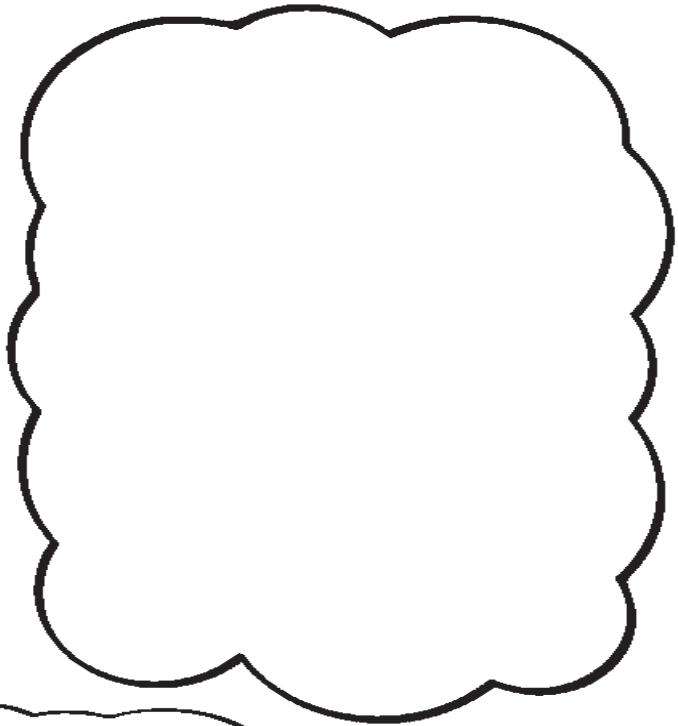
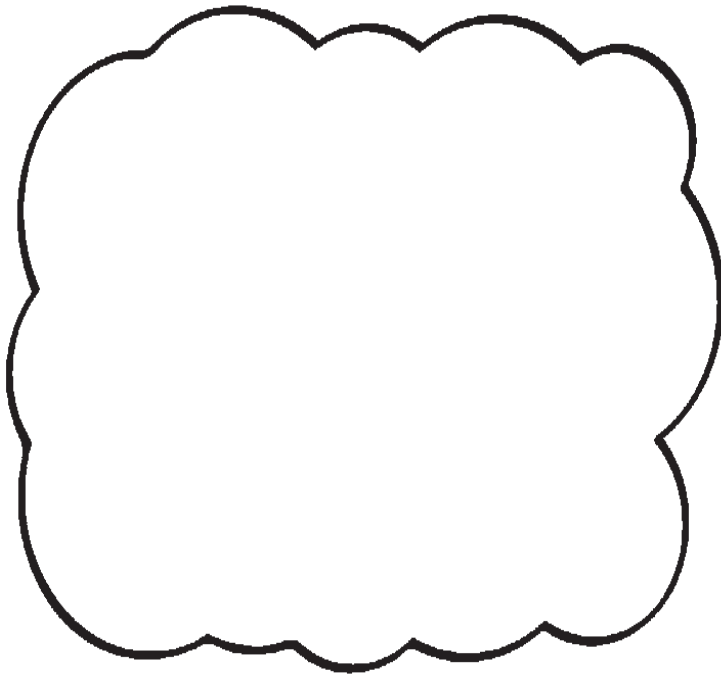
Look at the darker clouds.
I see a thick blanket.
What do you see?

9

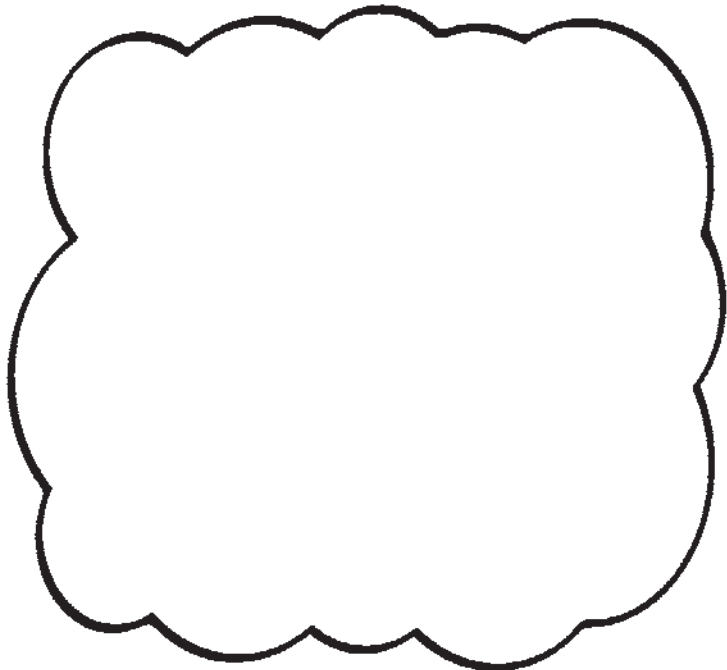
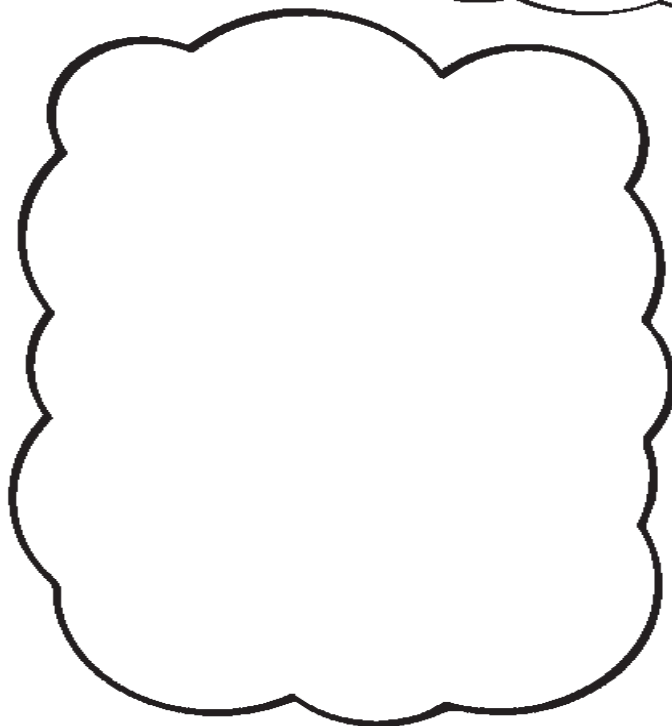
10
It's starting to rain.
Let's go inside.



Name _____



Clouds can look
like different things.



INSTRUCTIONS: Read the main idea with students. Have them draw and label four details from the book that support the main idea.

Name _____



look

look

see

see

I

I

do

do

you

you

what

what

the

the

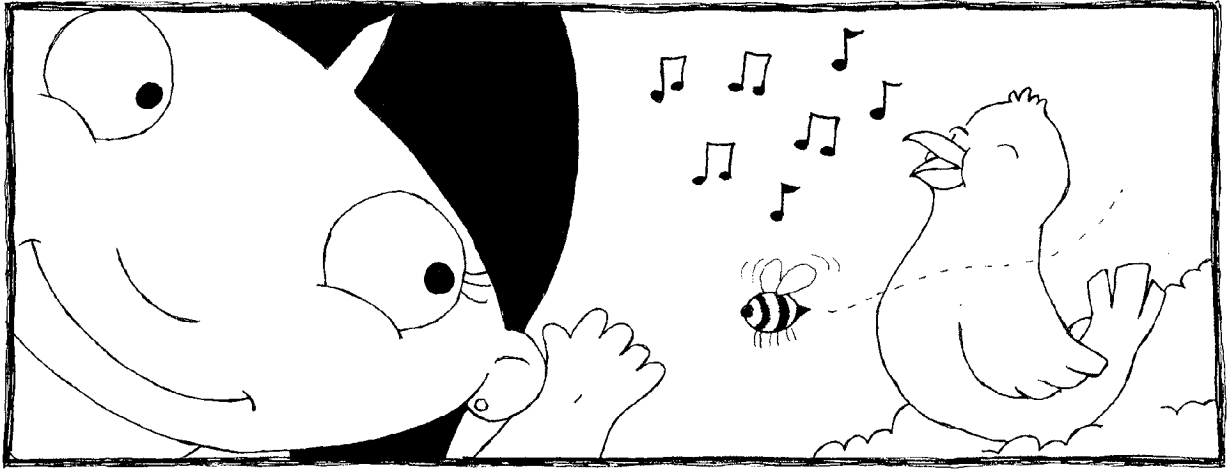
CLOUDS • LEVEL D • 2

SKILL: HIGH-FREQUENCY WORDS

INSTRUCTIONS: Ask students to cut apart the words. Have them play a word game with a partner. Have students turn the card over and find matching words. To keep a matching pair, have them say the word and use it in an oral sentence.

LEVELED READER • D

Senses

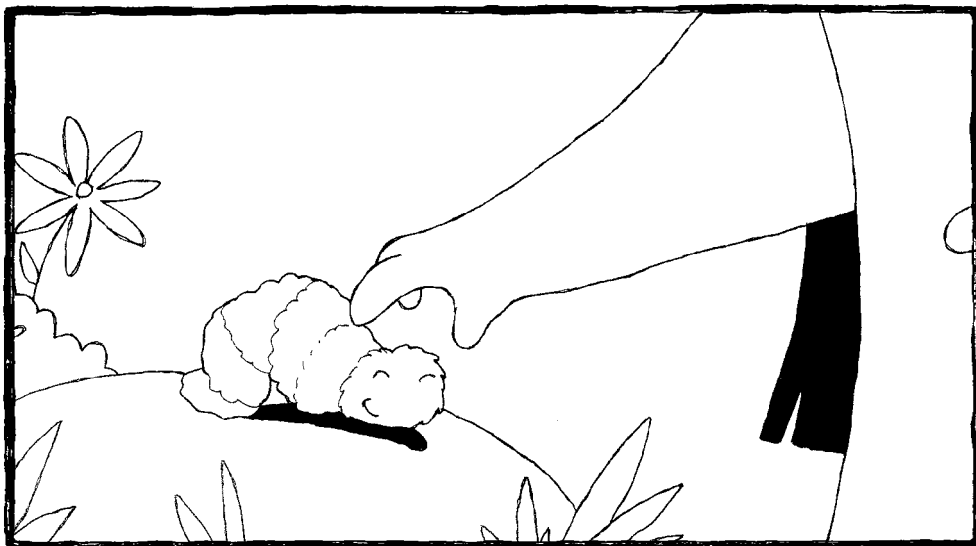


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Senses

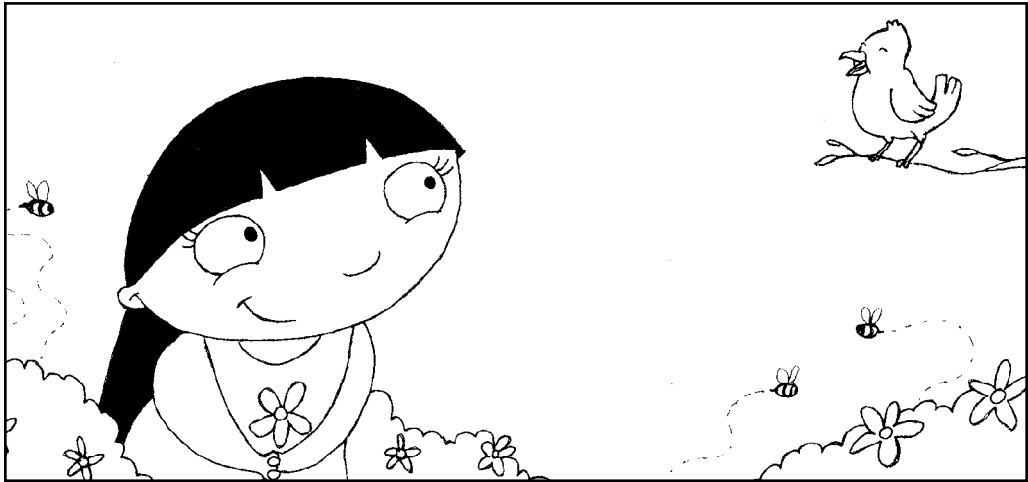
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Senses



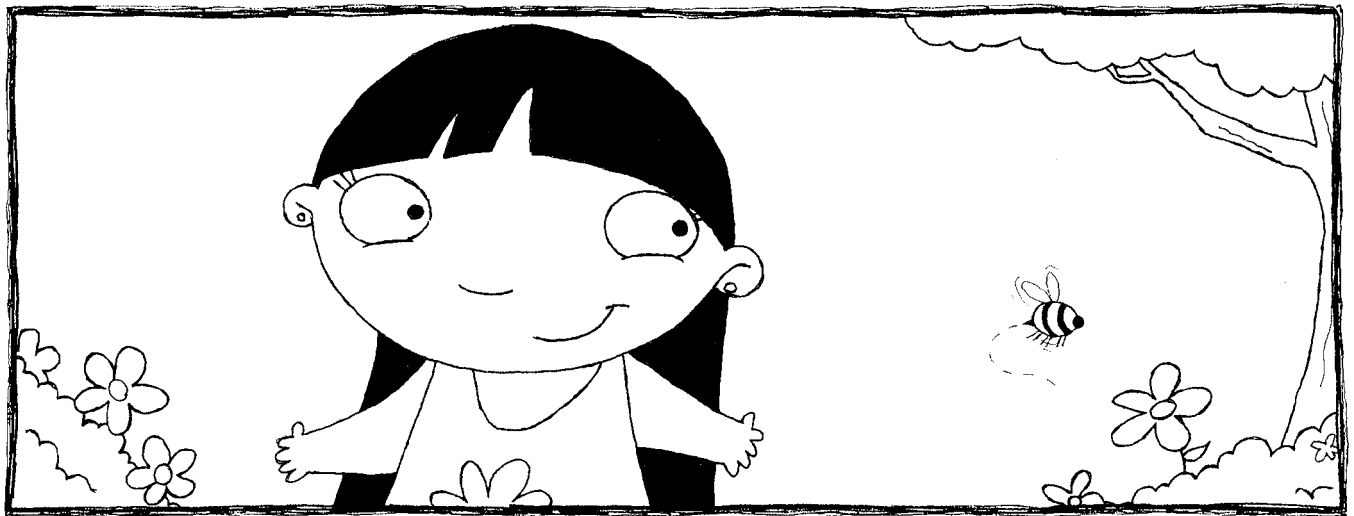
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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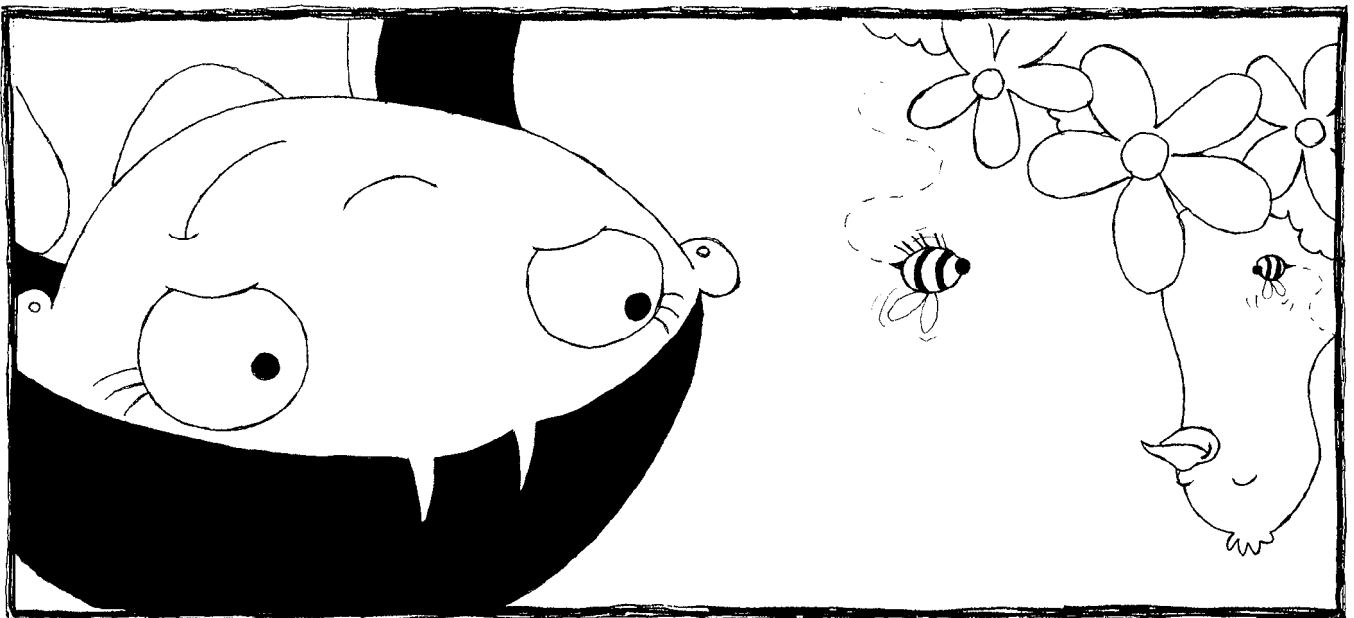


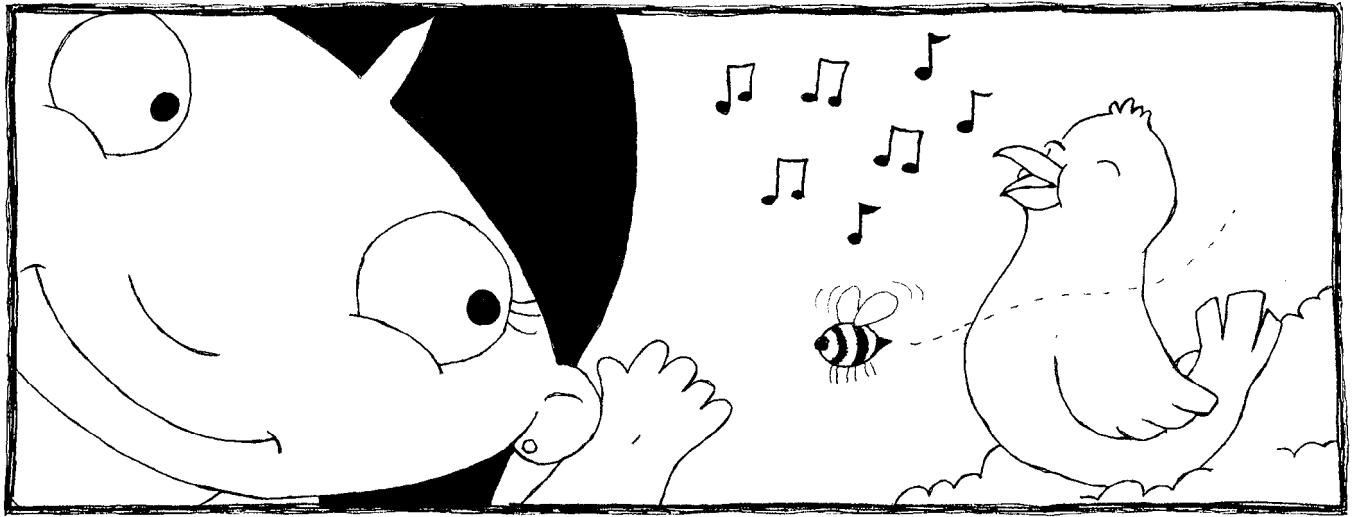
I like to learn about things.
How do I learn about things?
I use my five senses.

3

I use my eyes to see.
I see birds and bees.

4



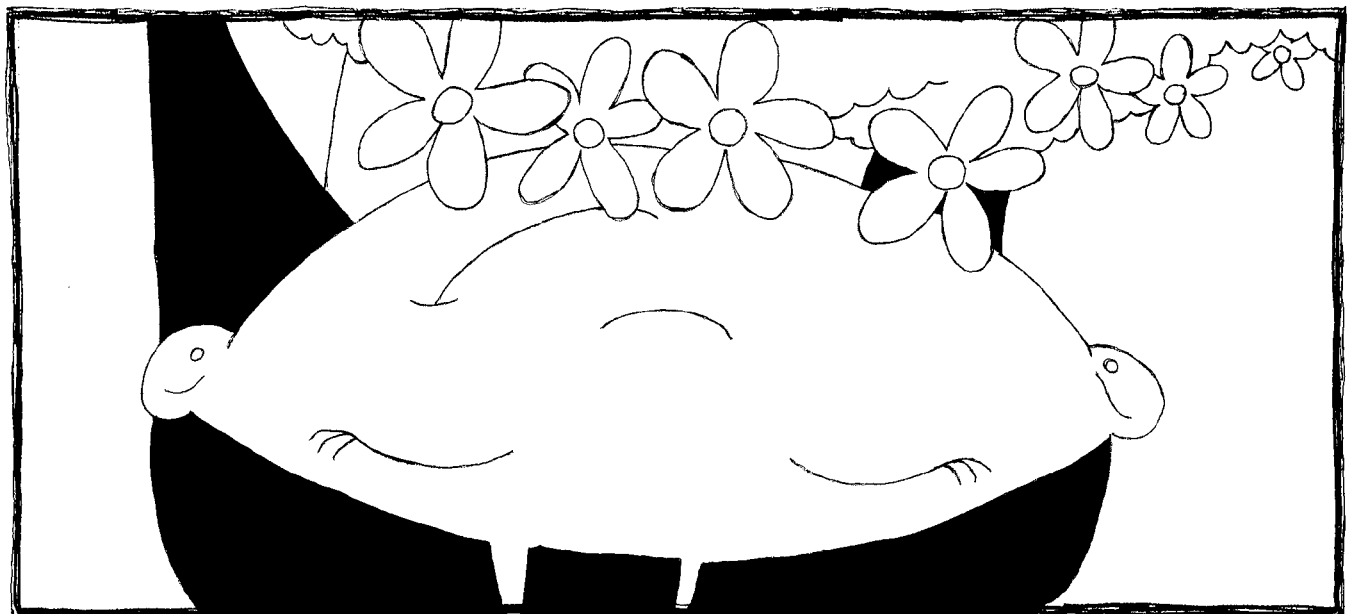


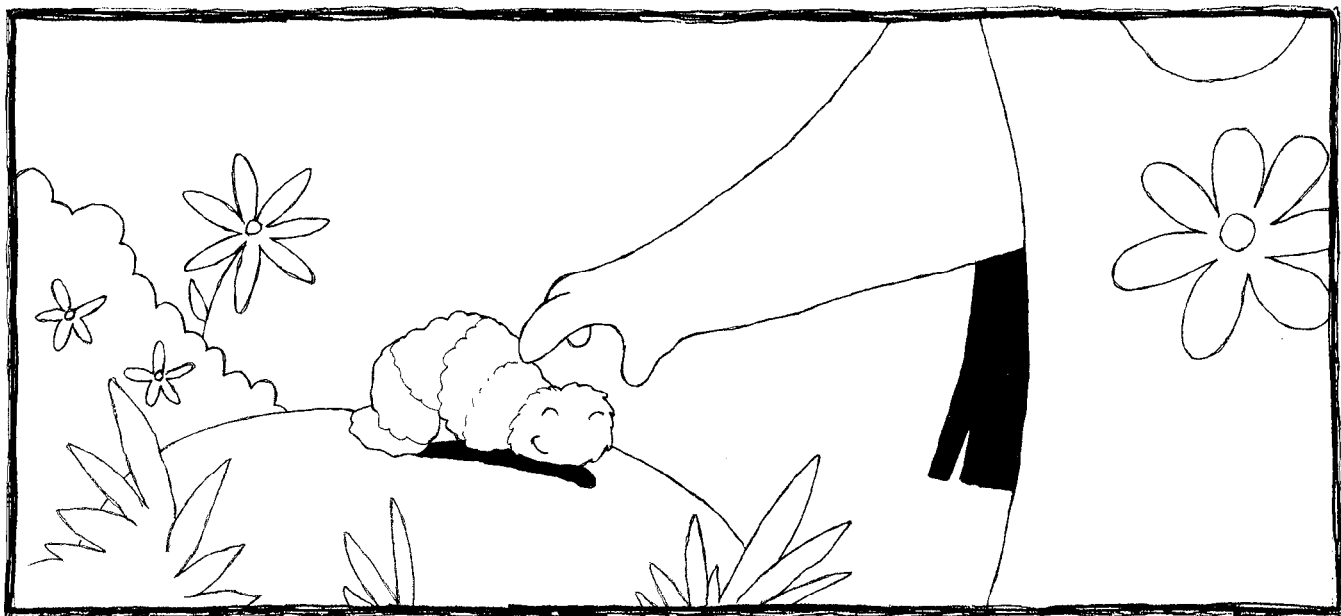
I use my ears to hear.
 I hear birds singing.
 I hear bees buzzing.

5

I use my nose to smell.
 I smell pretty flowers.

9





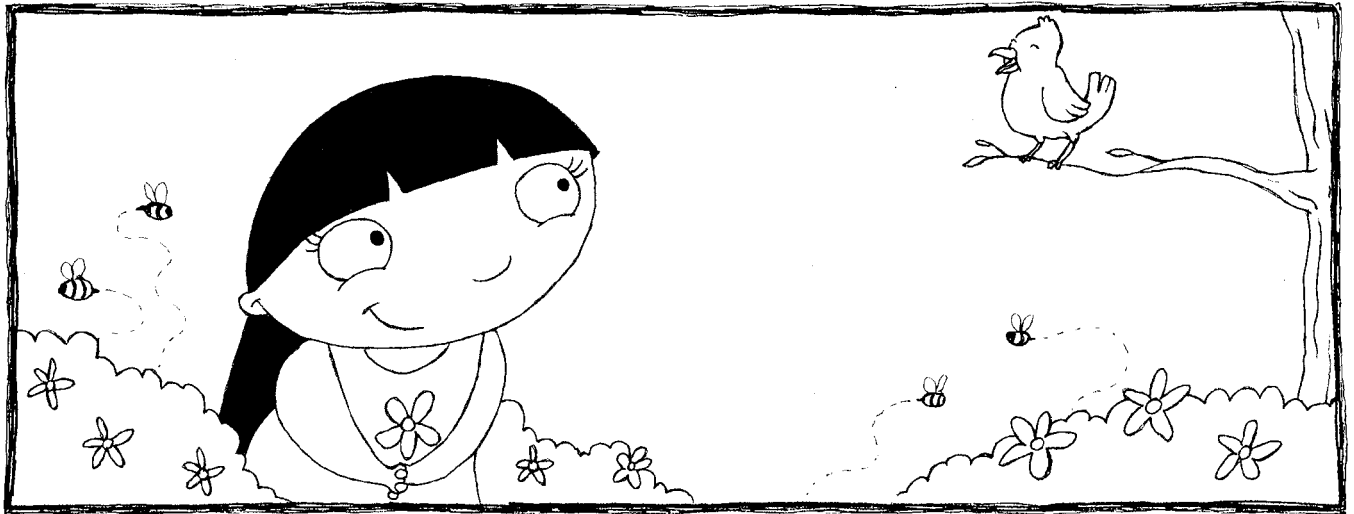
I use my fingers to touch.
I touch the fuzzy caterpillar.

7

I use my tongue to taste.
I taste sweet berries.

8



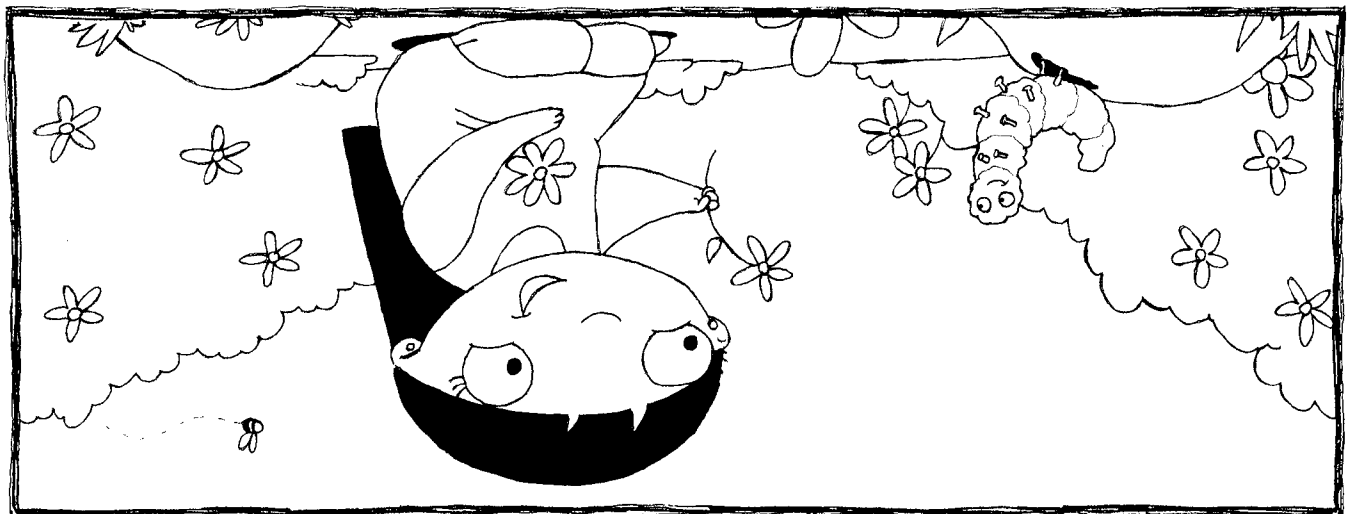


I like to go to my garden.
I use my five senses.
I use them to see and hear.

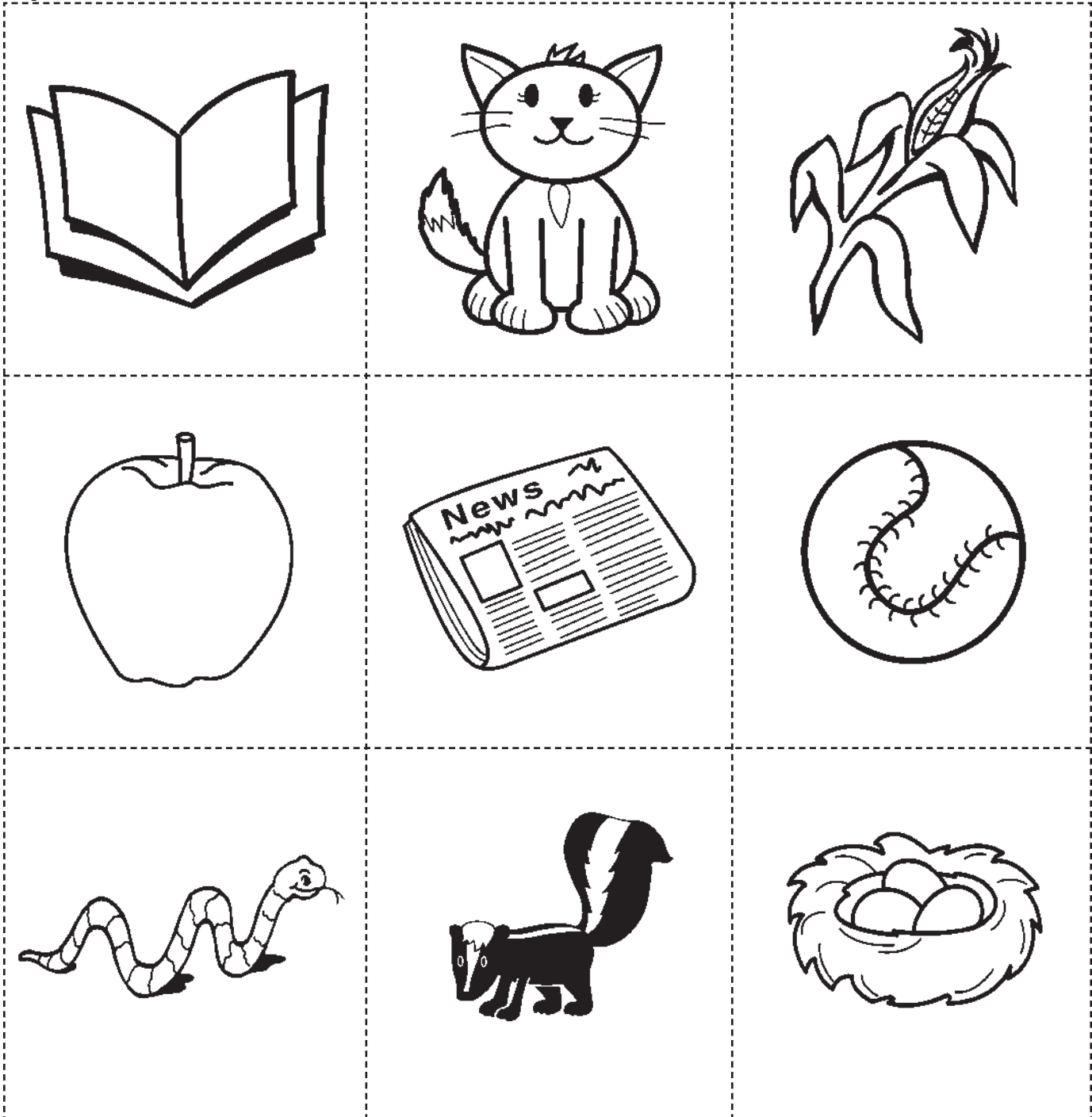
9

I use them to smell and taste.
I use them to touch.
I learn a lot from my senses.

10



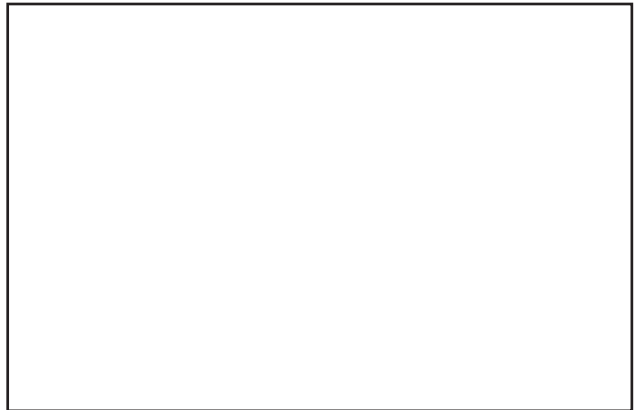
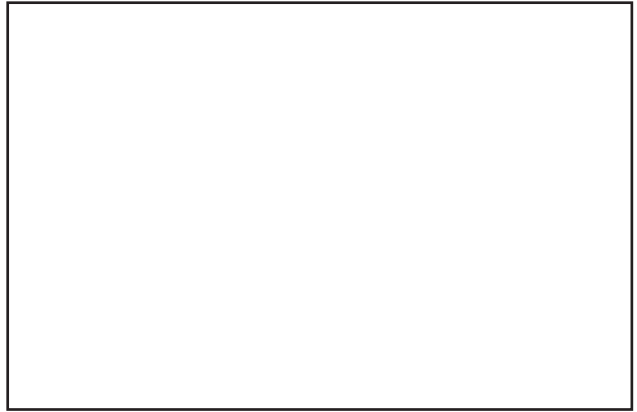
Name _____



INSTRUCTIONS: Identify each picture with students. Have them cut apart the pictures and sort them into groups. Ask them to explain how they sorted the pictures.

Name _____

Bb



INSTRUCTIONS: Have students write the letter *Bb* on each line. Next to each line, have them draw a picture of an object that begins with the /b/ sound.

Name _____

the square book

the tall tree

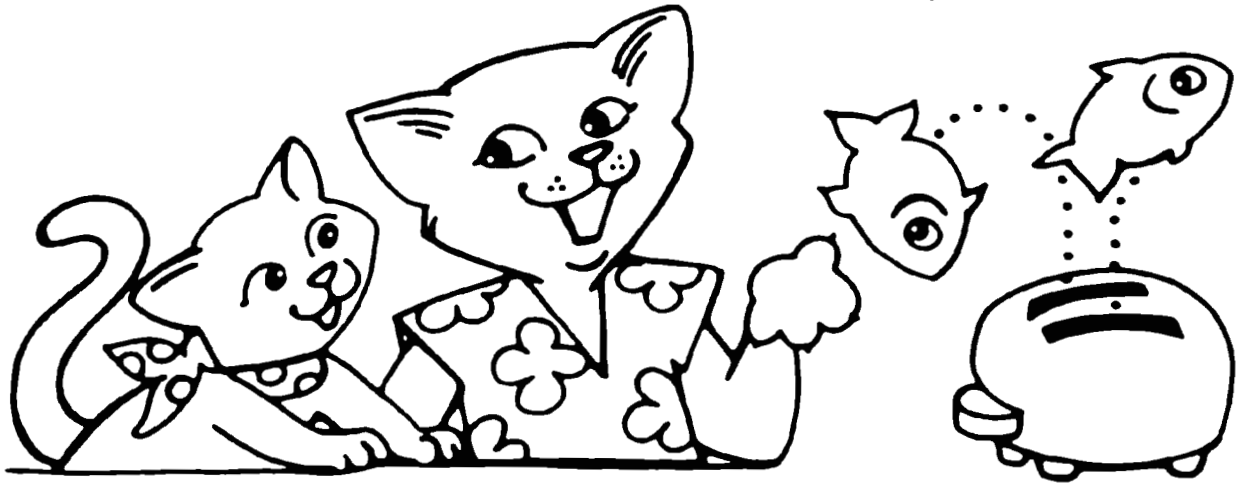
the blue flower

the puffy cloud

INSTRUCTIONS: Read each phrase with students. Have them circle the adjective in each phrase and illustrate a picture about the phrase.

LEVELED READER • D

What?

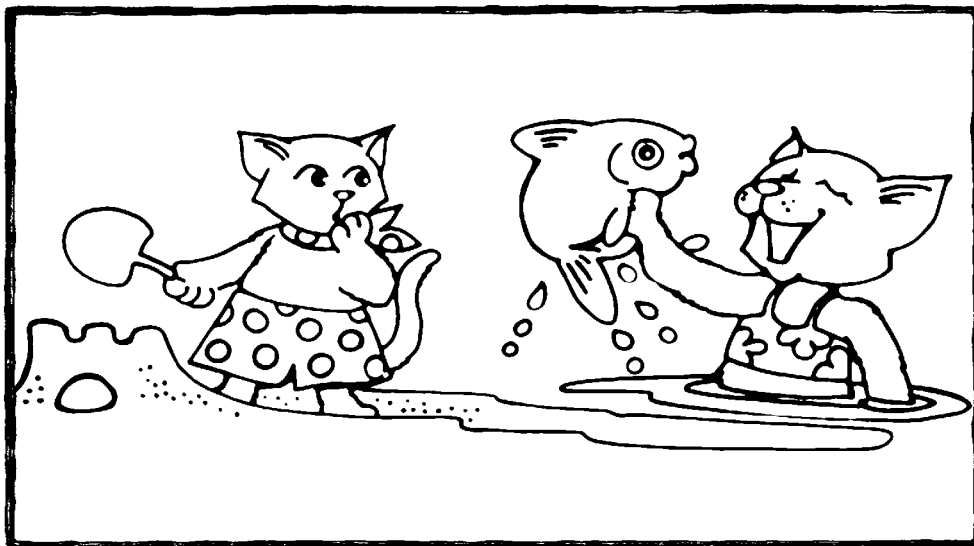


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What?

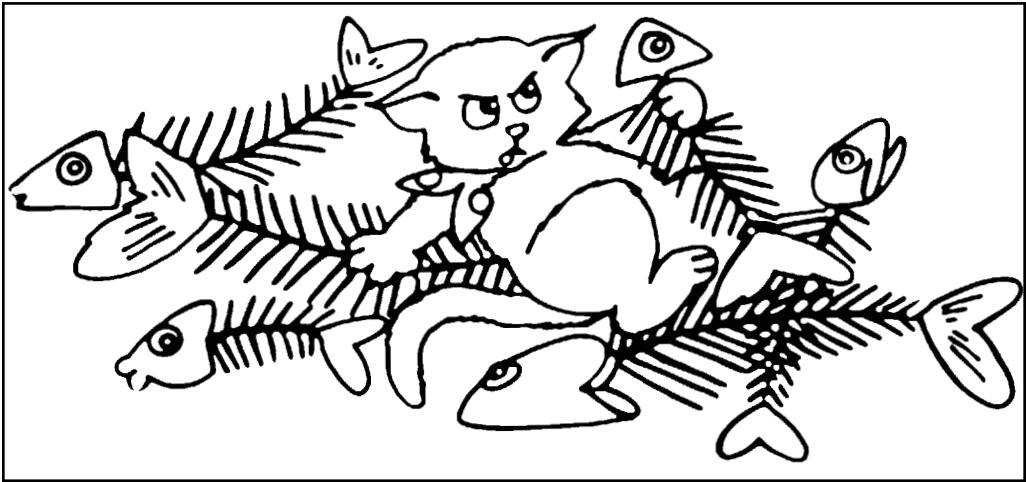
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What?



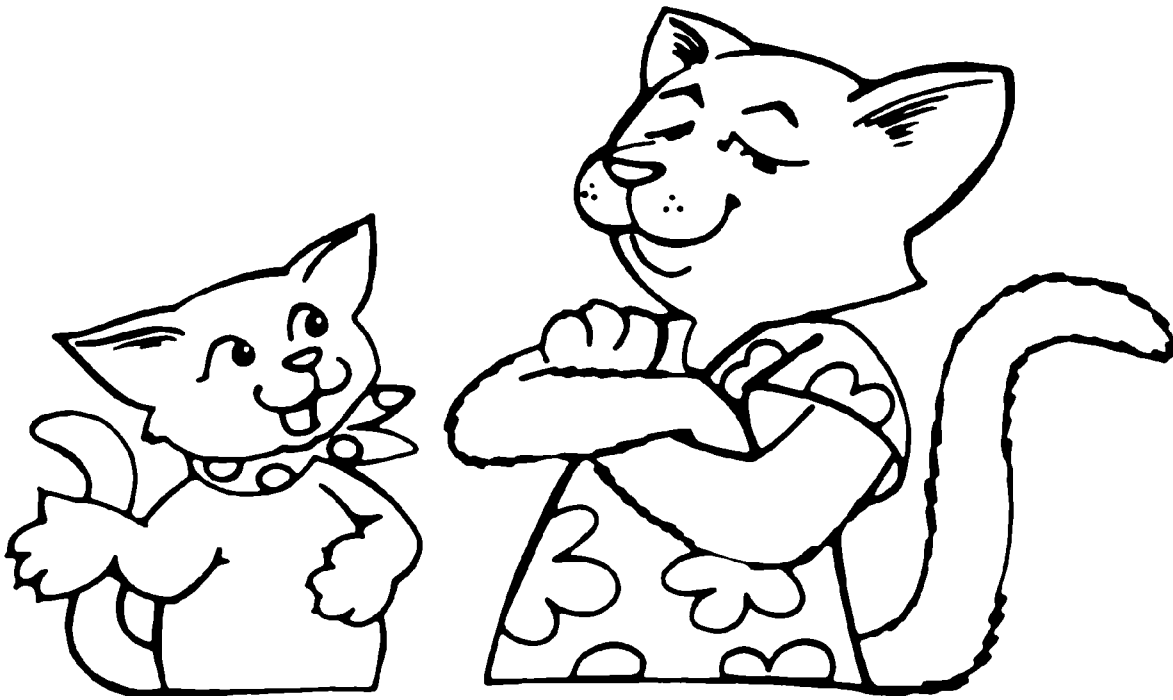
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

What?
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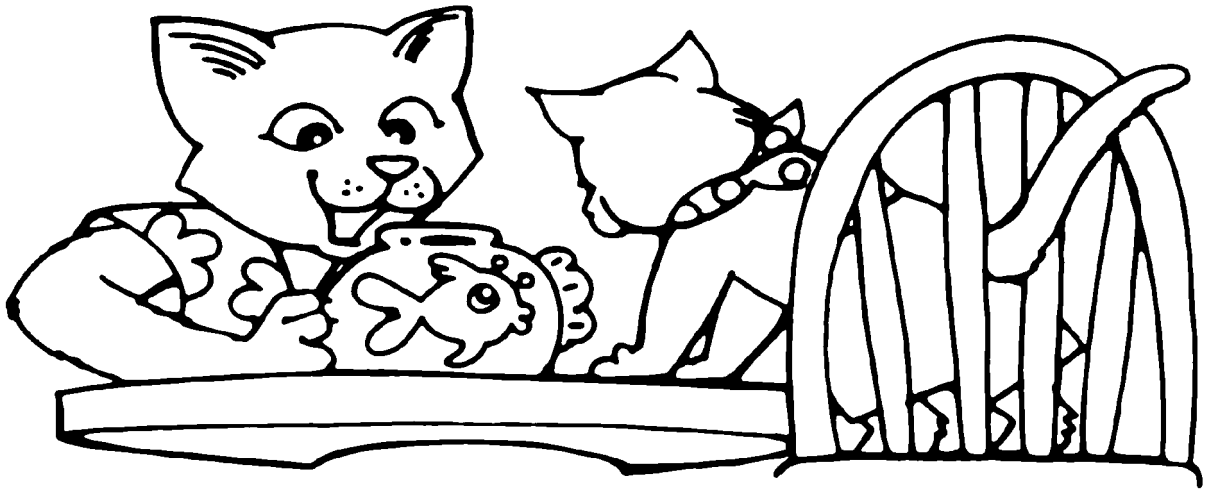
"What?" asked Curious Cat.

3

"What is for breakfast?"
asked Curious Cat.
"Fish," said Mother Cat.

4



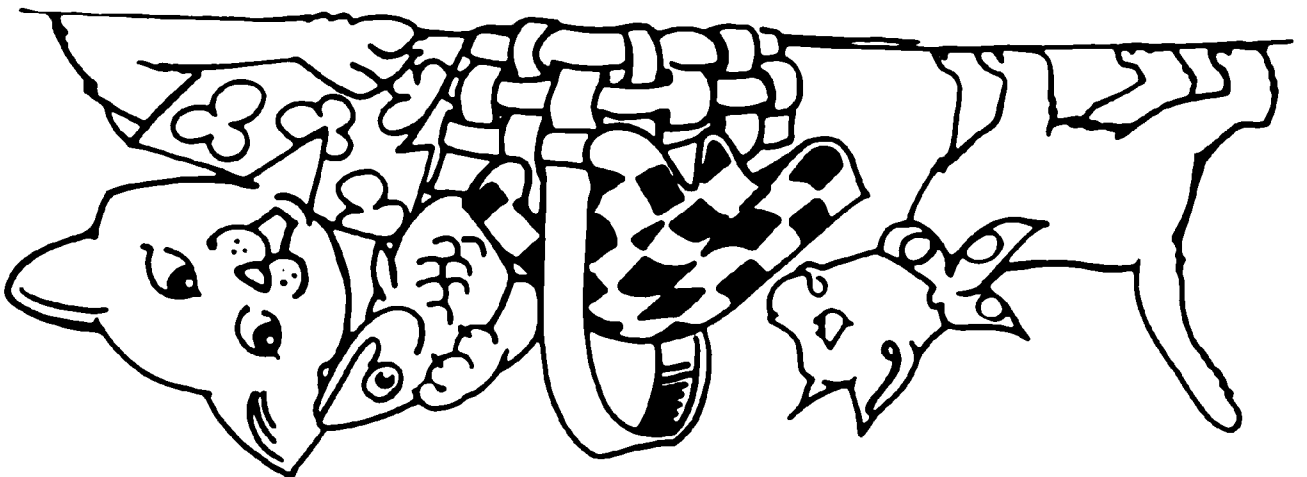


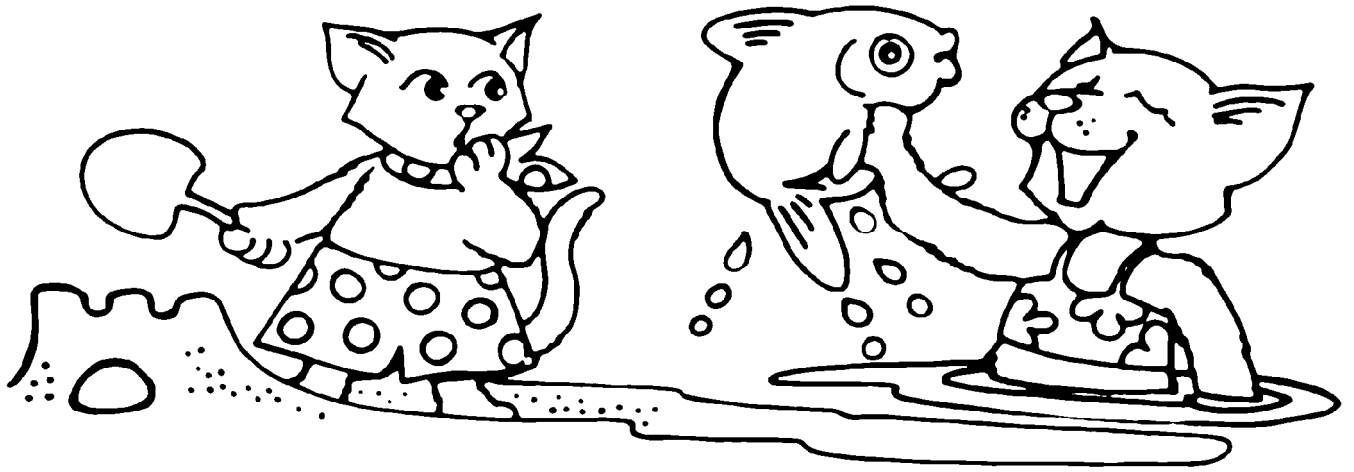
"What is for morning snack?"
asked Curious Cat.

Mother Cat said, "Fish."

5

6
"Fish is for lunch," said Mother Cat.
asked Curious Cat.
"What can I have for lunch?"





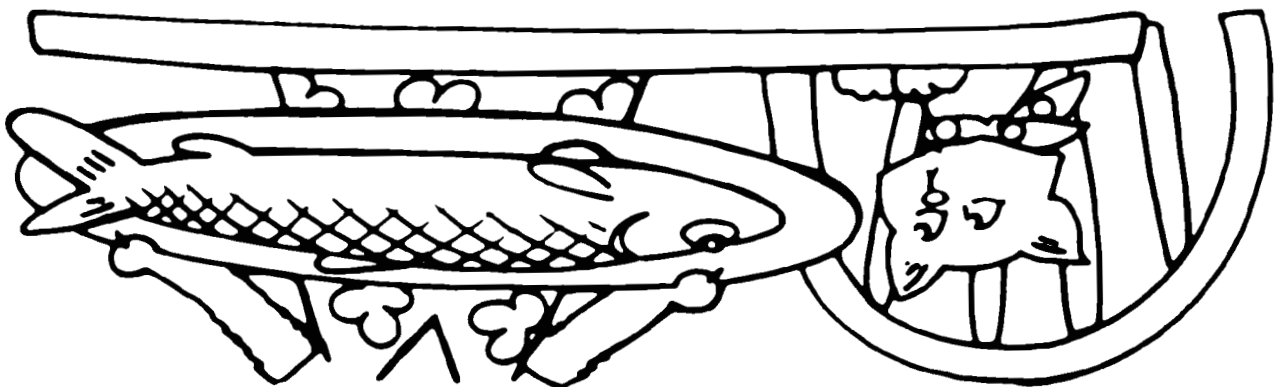
"What is for afternoon snack?"
asked Curious Cat.

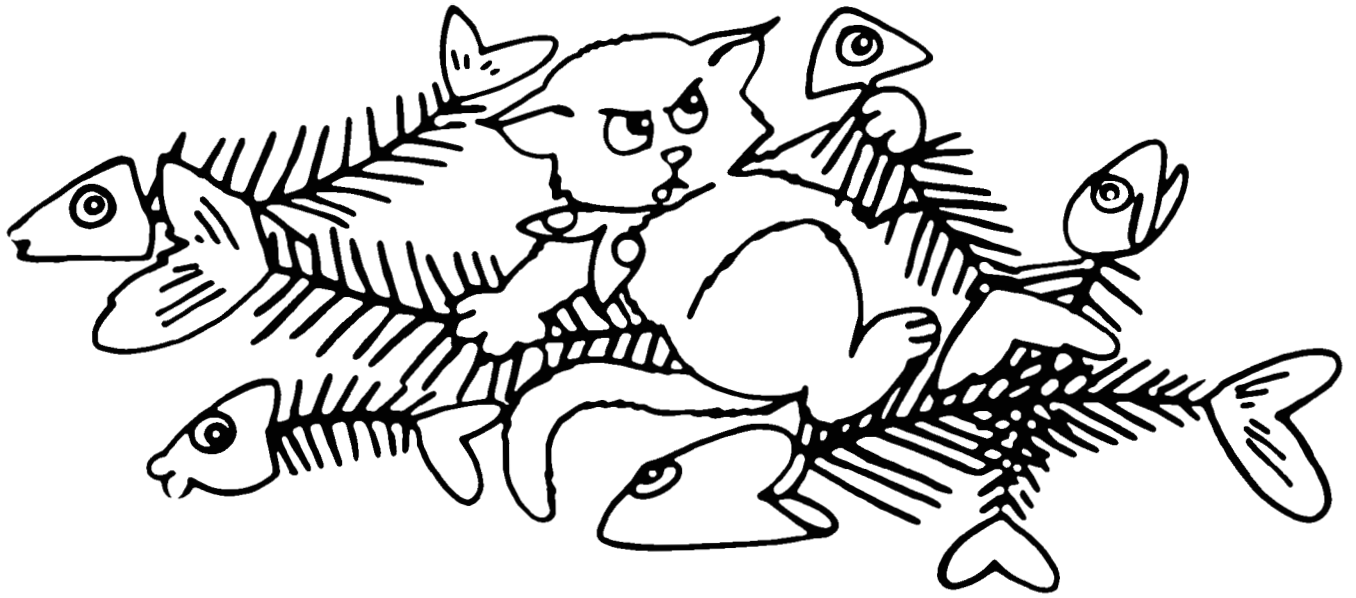
"Fish," said Mother Cat.

7

"What are we having for dinner?"
asked Curious Cat.
"For dinner we are having fish,"
said Mother Cat.

8



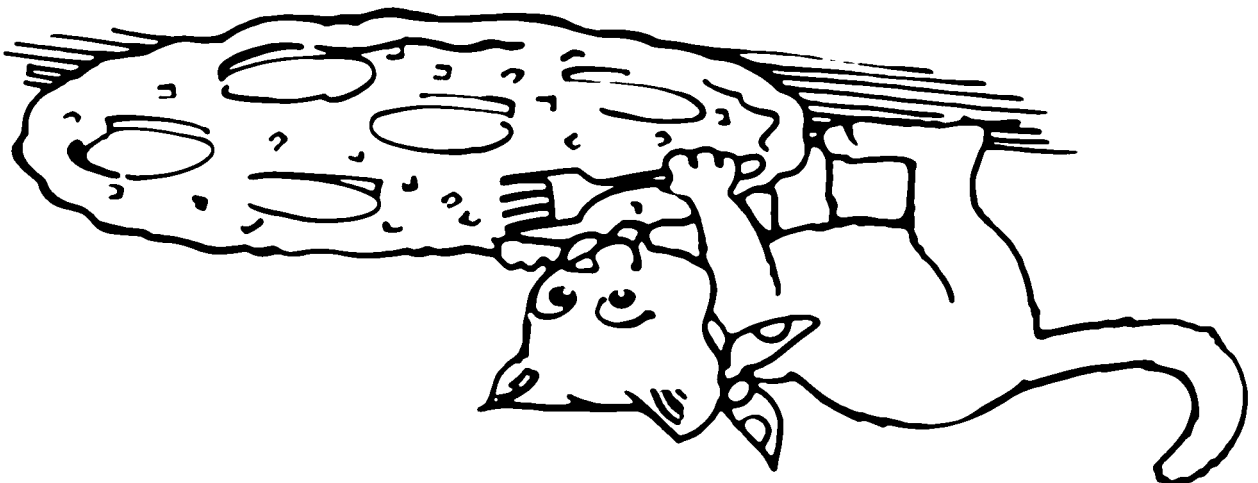


"Fish, fish, fish," said Curious Cat.
"All we have is fish."

9

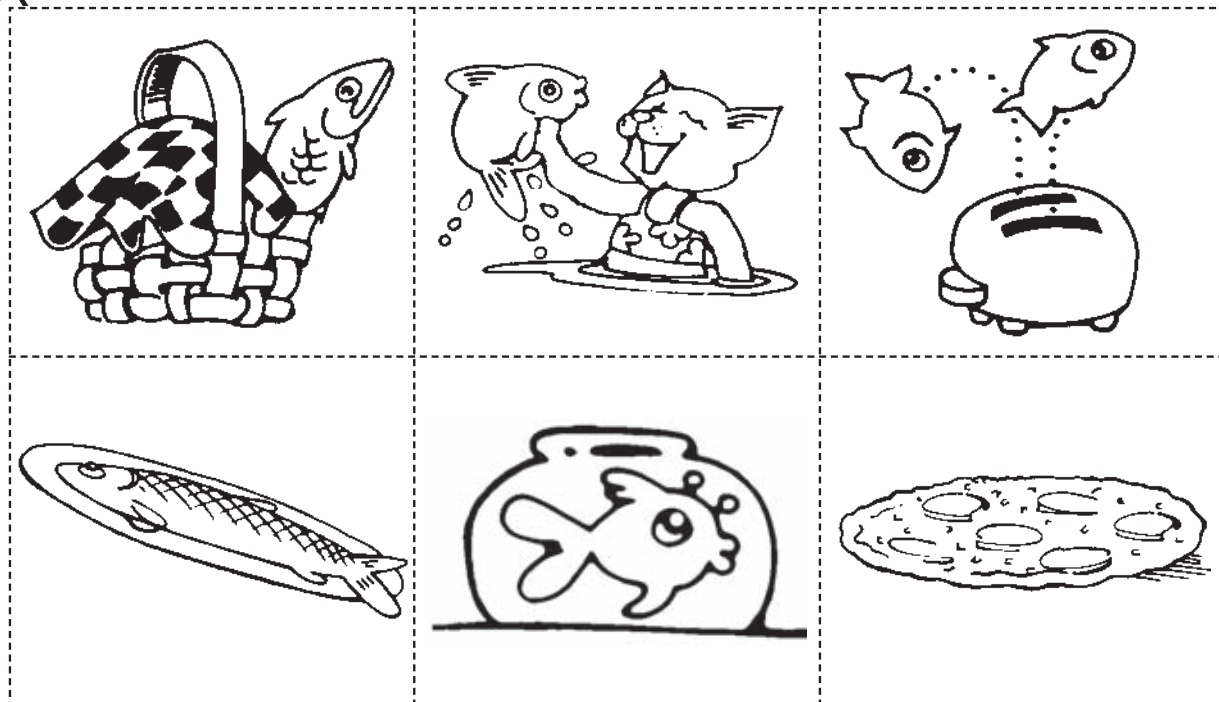
"Please, please can I have pizza?
No more fish, please,"
said Curious Cat.

10



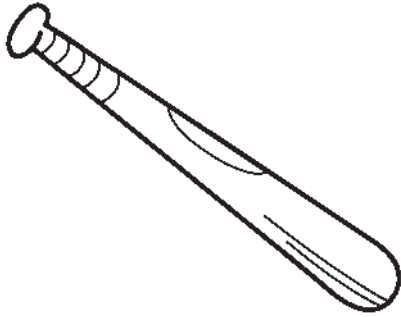
Name _____

	→		→	
	→		→	

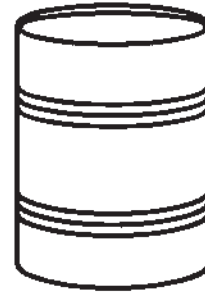


INSTRUCTIONS: Have students cut out the pictures and put them in the order in which the events happened in the book. They can use the book as a guide.

Name _____



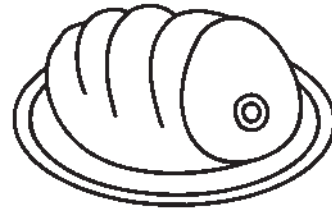
b a t



c n



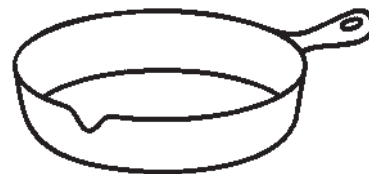
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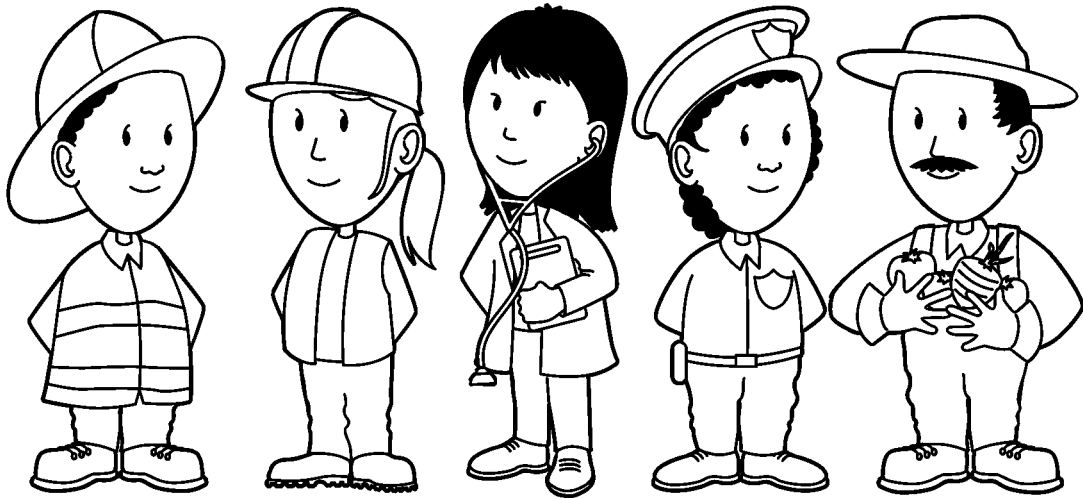


p n

INSTRUCTIONS: Identify each picture with students. Have them write the letter *a* to complete each word. Then have students run their finger under the letters to blend the sounds together to say each word.

LEVELED READER • D

Caretakers

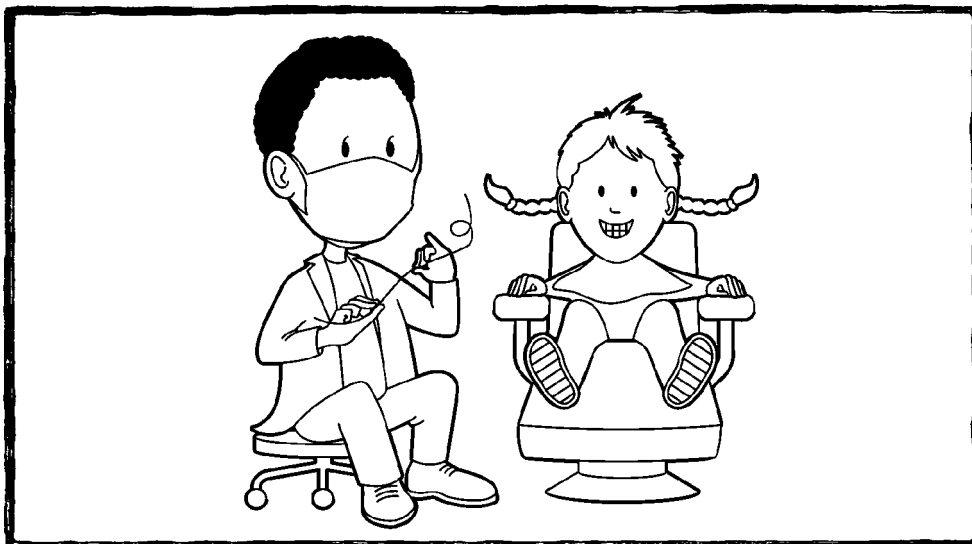


Written by Brian Roberts • Illustrated by Signe Nordin

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Caretakers

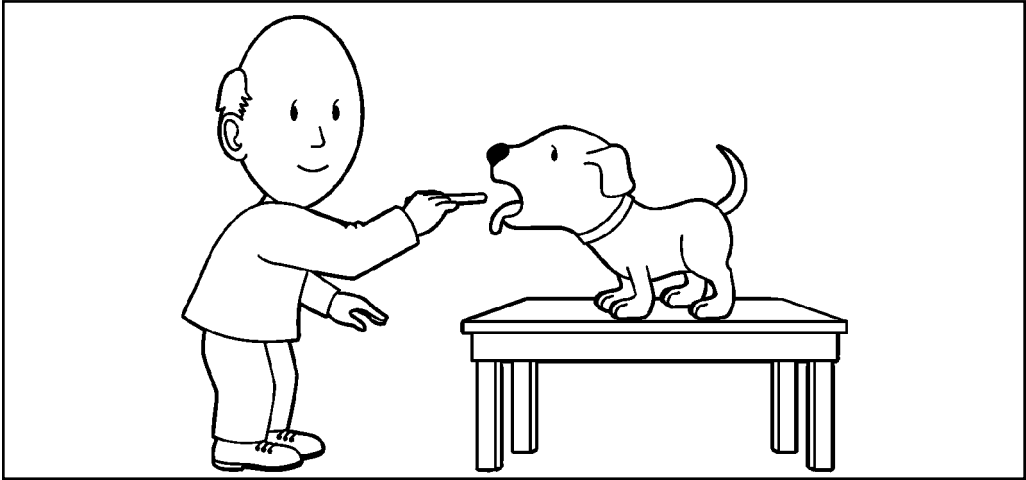
A Reading A-Z Level D Leveled Reader • Word Count: 86



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Caretakers



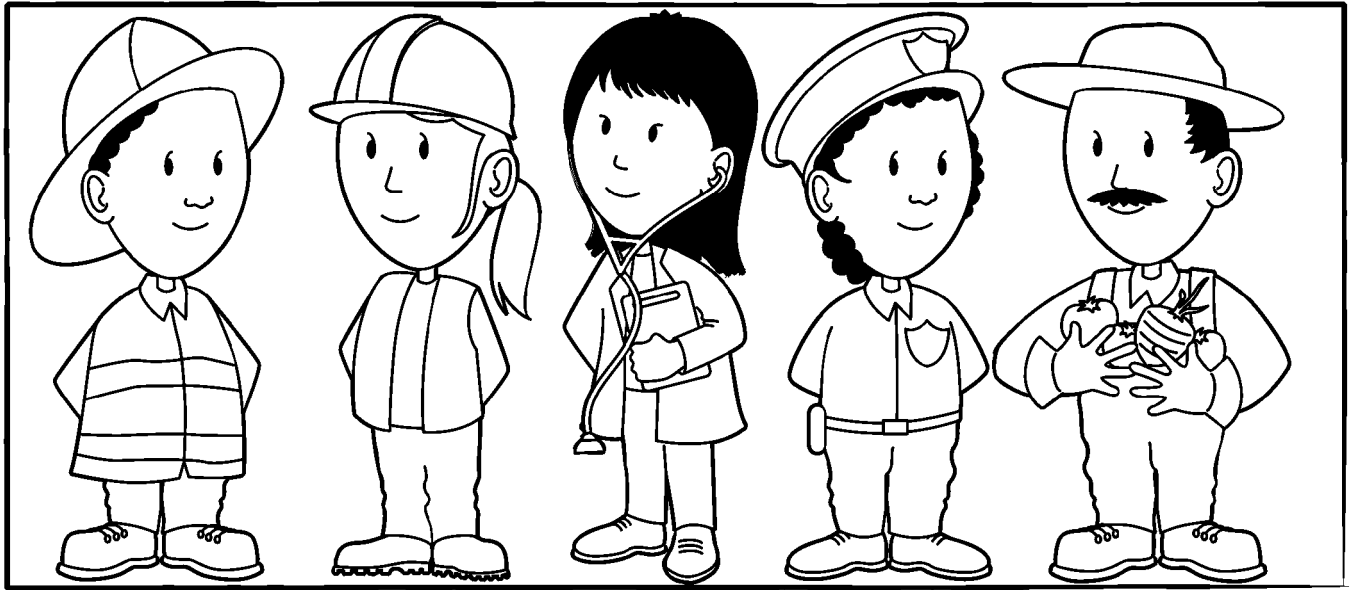
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Level D leveled Reader
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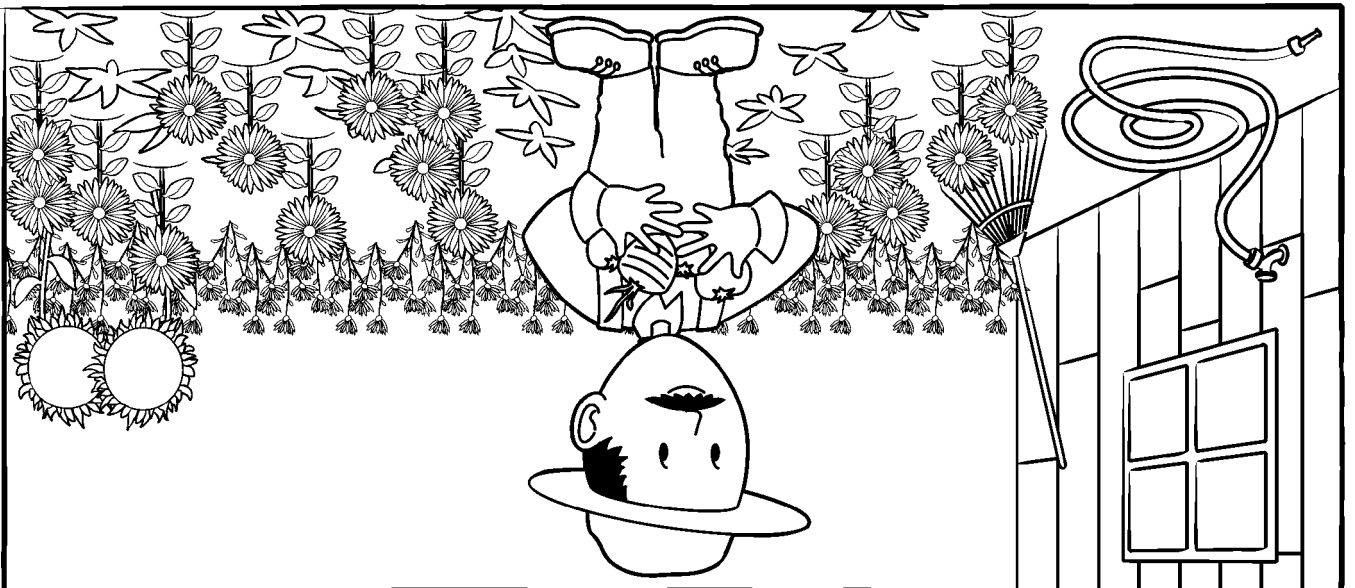


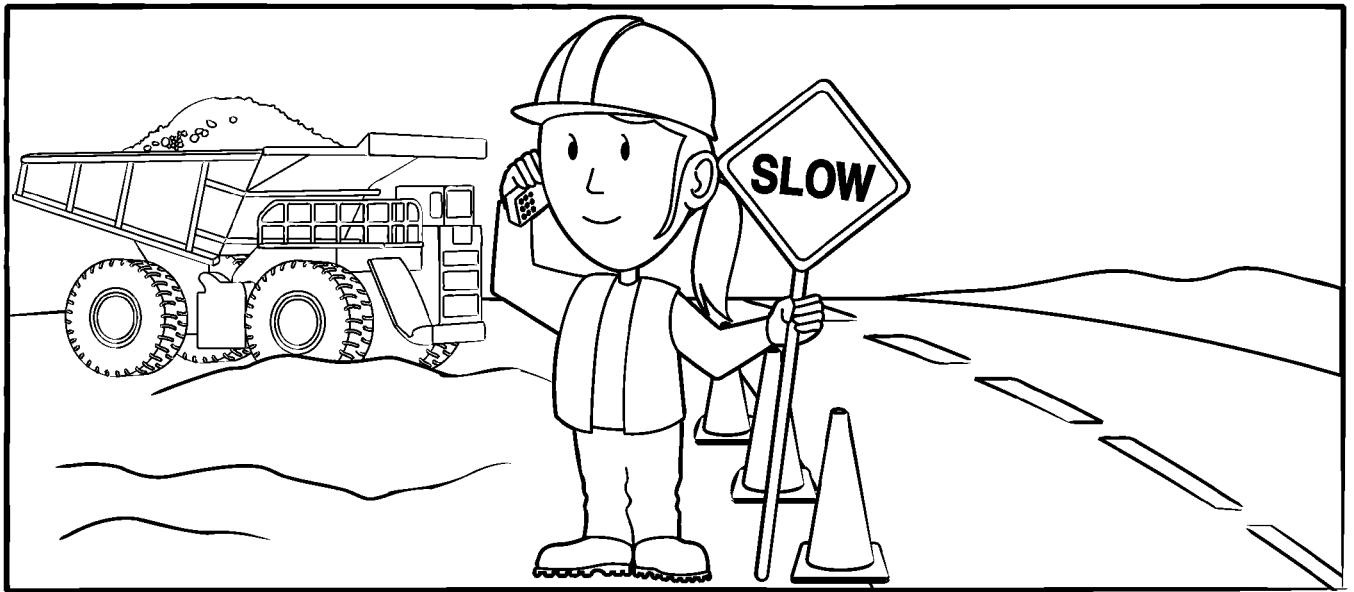
Caretakers take care of things.
There are many kinds of caretakers.

3

This gardener is a caretaker.
He takes care of gardens.

4



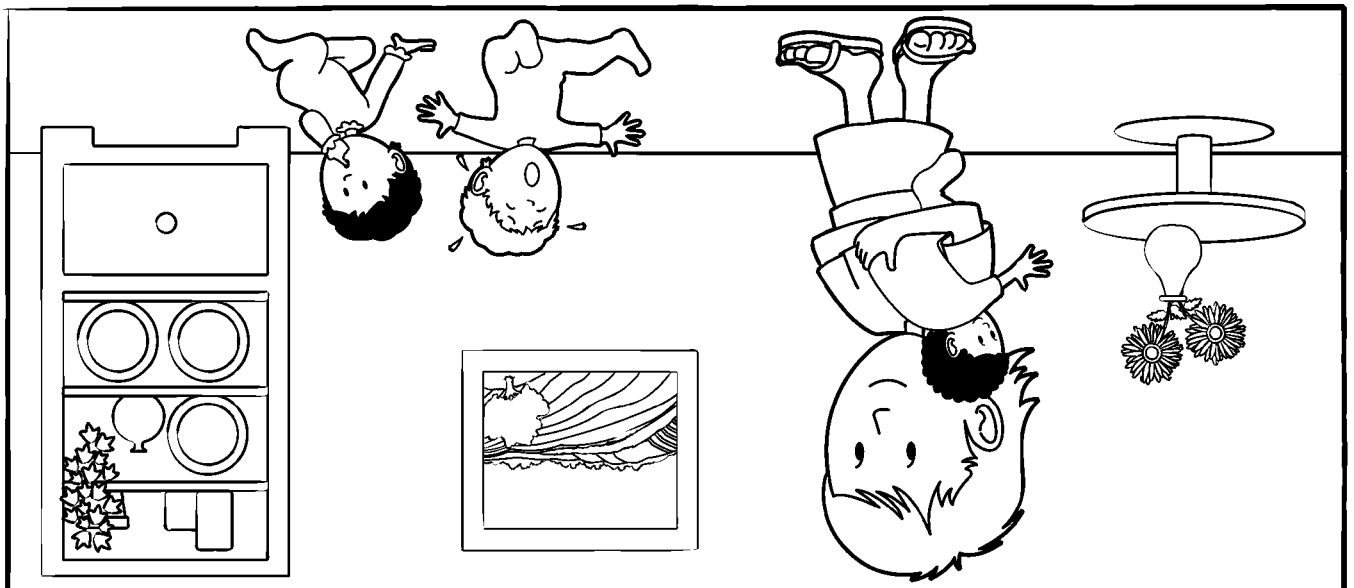


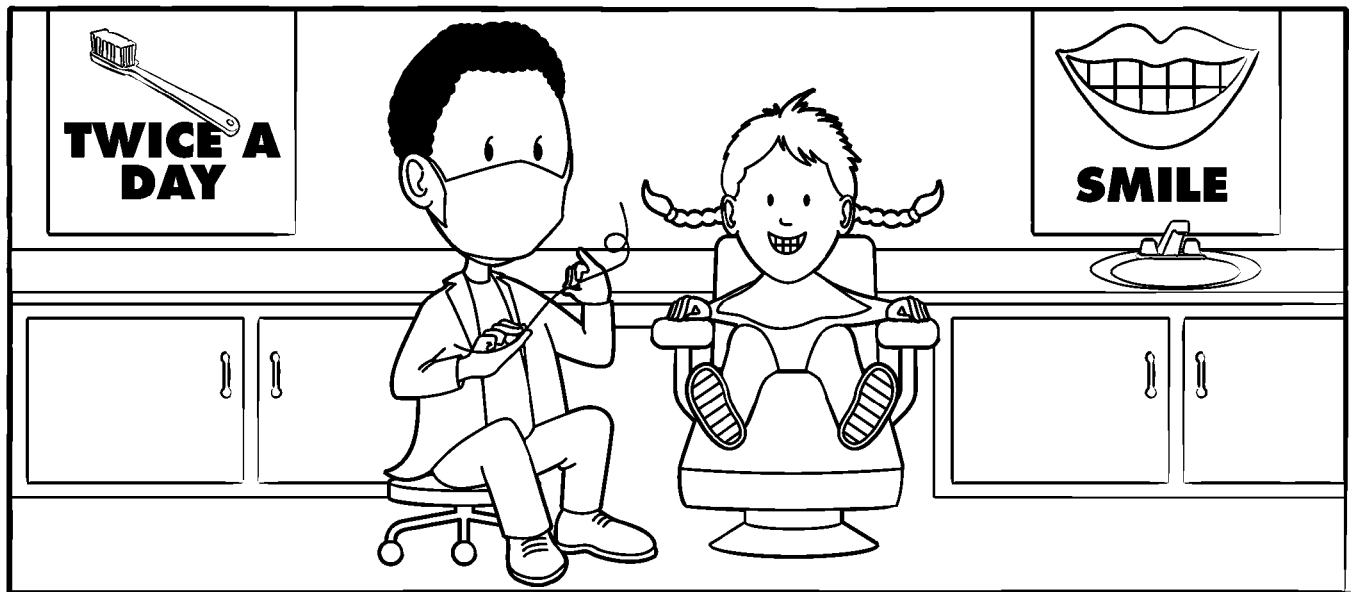
This road worker is a caretaker.
She takes care of the roads.

5

This babysitter is a caretaker.
She takes care of babies.

9



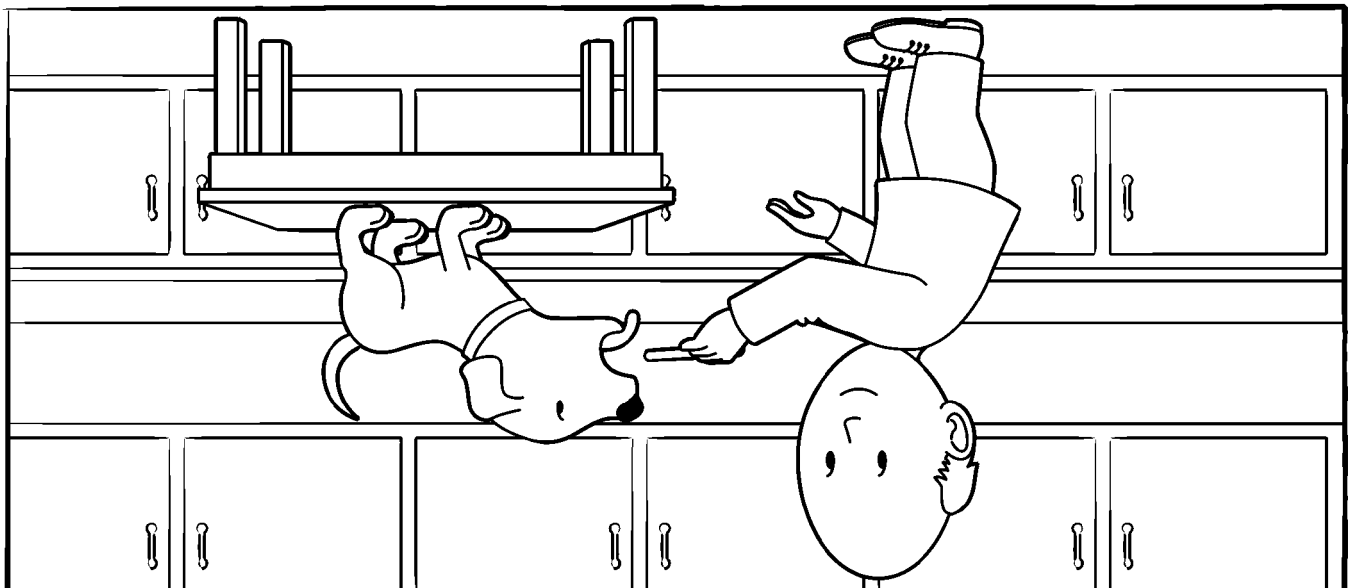


This dentist is a caretaker.
He takes care of teeth.

7

This vet is a caretaker.
He takes care of animals.

8



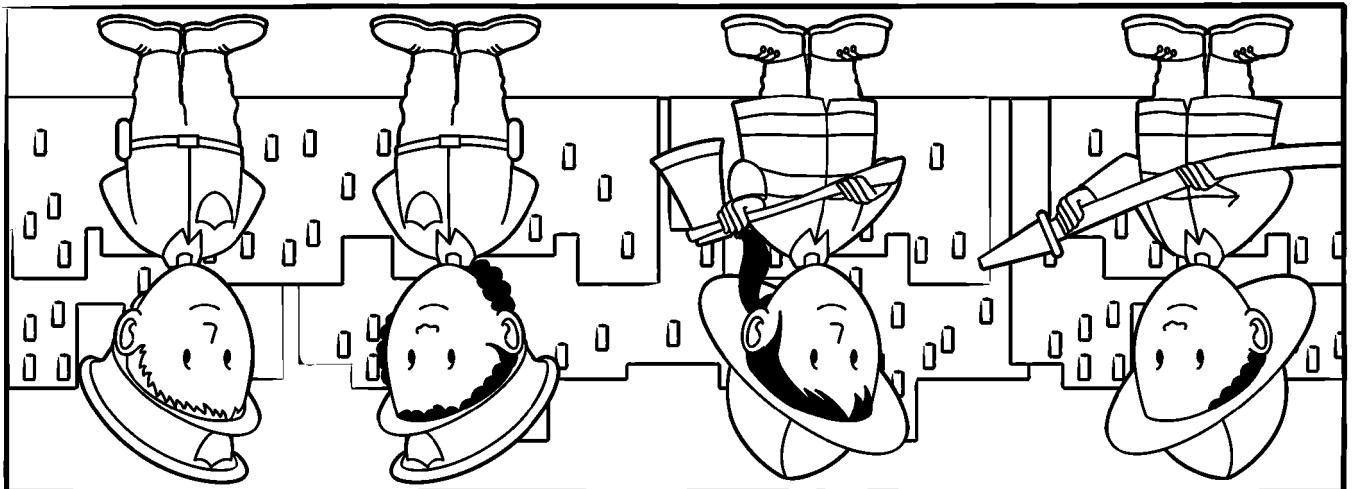


This doctor is a caretaker.
She takes care of people.

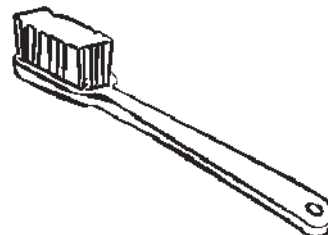
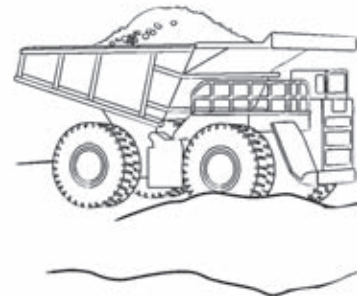
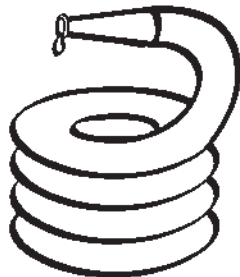
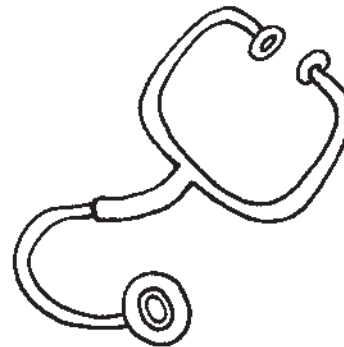
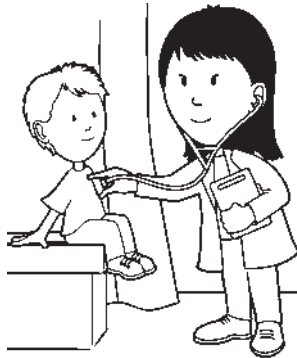
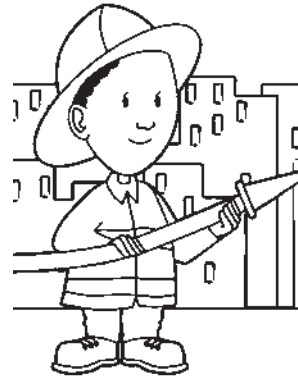
9

These firefighters and
police officers are caretakers.
They take care of people, too.

10



Name _____



INSTRUCTIONS: Identify each picture with students. Have them cut apart the pictures. Have students sort the pictures into groups. Ask them to explain how they sorted the pictures.

Name _____



b	d	d	h
l	l	g	f
p	j	m	t
w	r	k	i

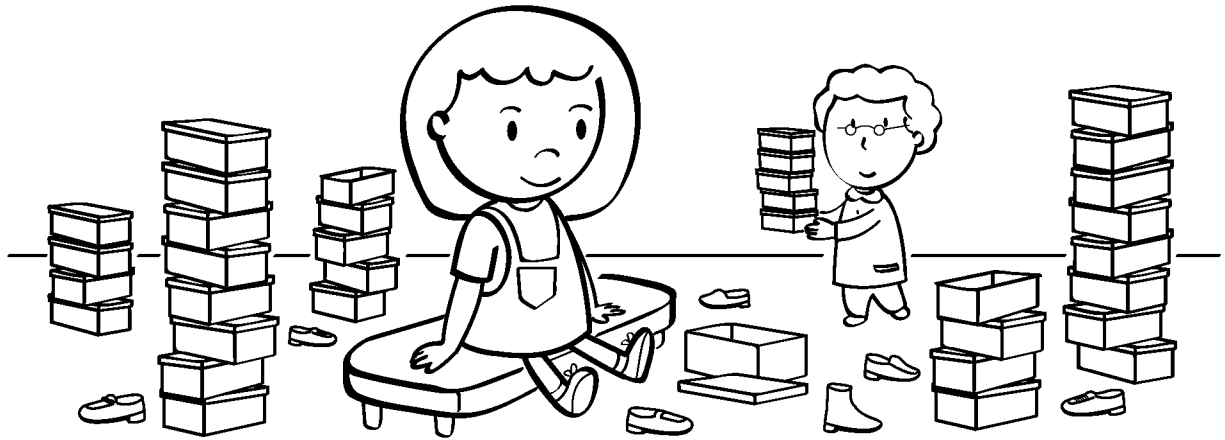
CARETAKERS • LEVEL D • 2

SKILL: SHORT /i/

INSTRUCTIONS: Have students cut out the letter cards. Have them work with a partner to make as many short /i/ vowel words as they can. Have them write each word they make on a list. When they have finished, ask students to read their list.

LEVELED READER • D

To the Store

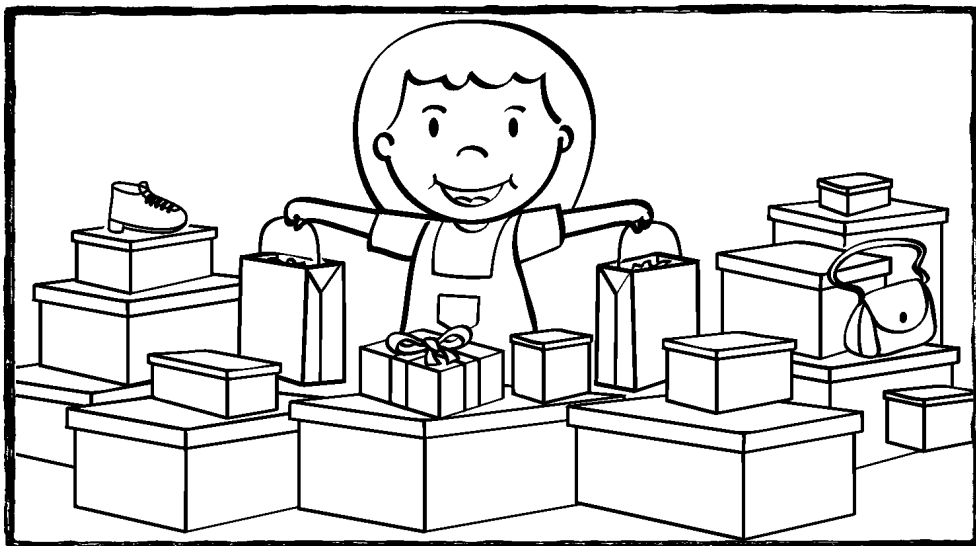


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To the Store

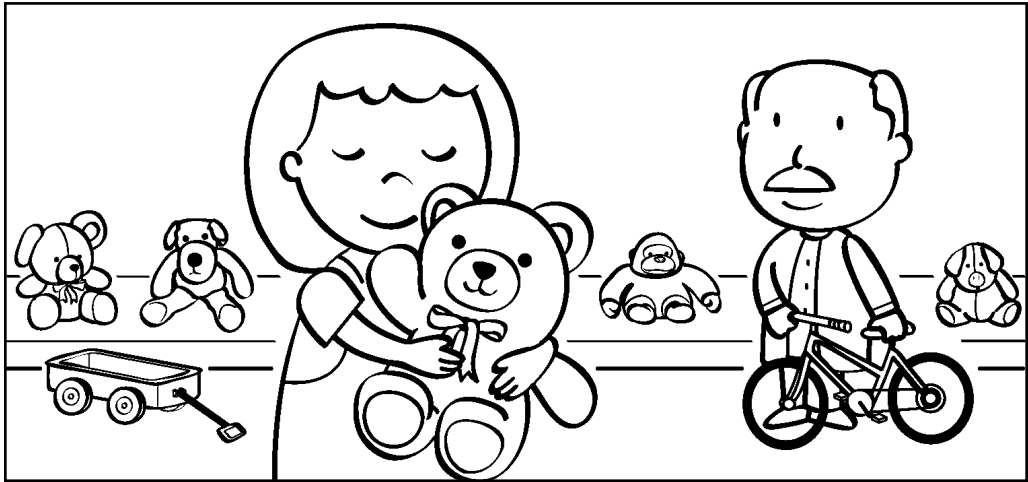
A Reading A-Z Level D Leveled Reader • Word Count: 101



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To the Store



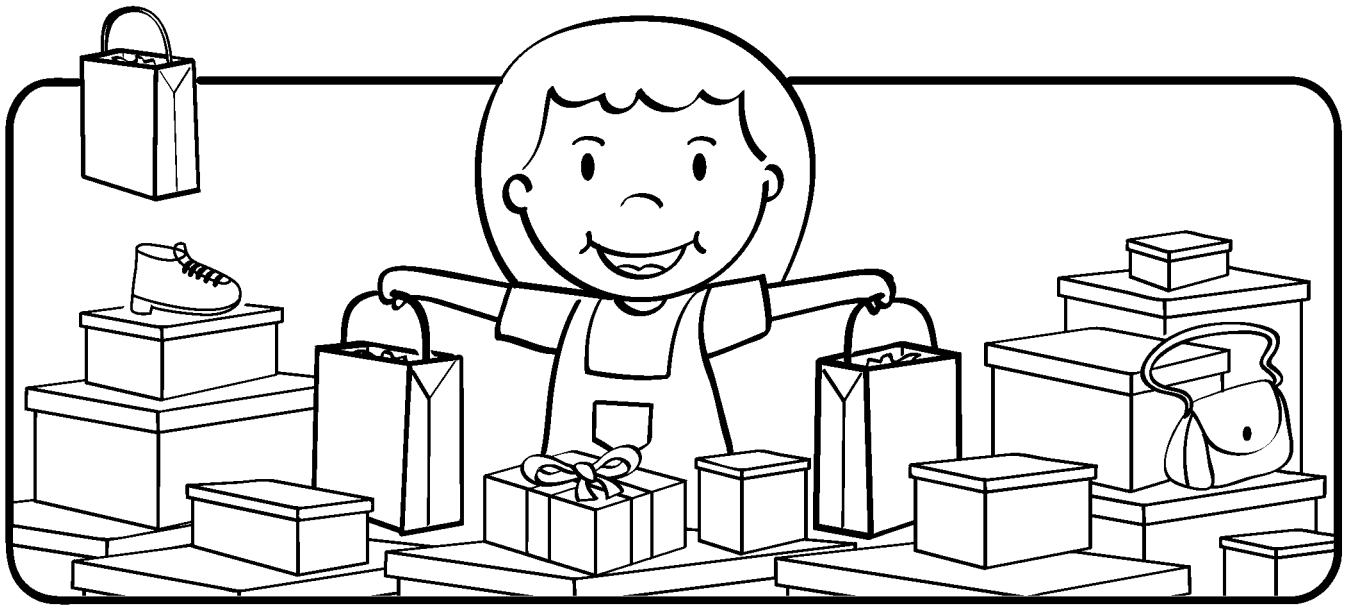
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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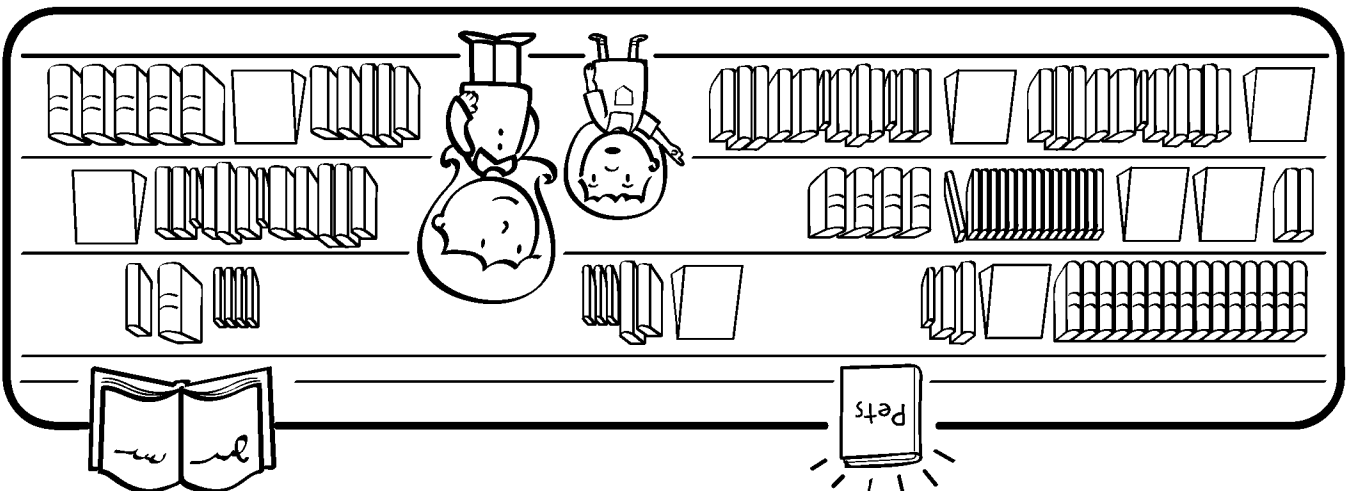


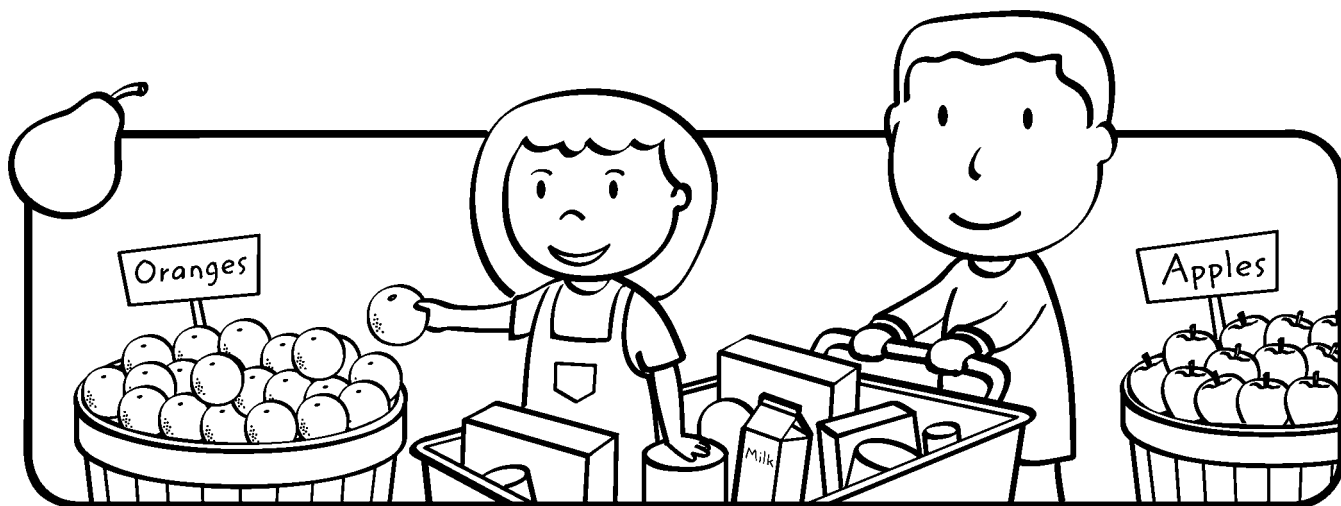
Katie likes to go to the store.
She likes to shop.

3

She goes to the bookstore
with her mom.
She shops for a book.

4





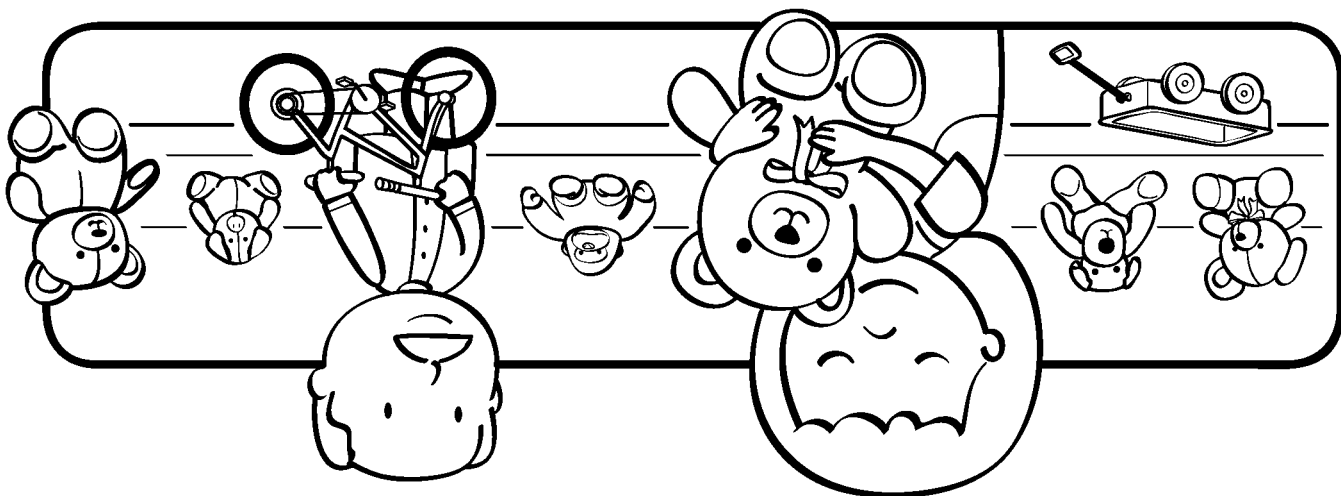
She likes going to the food store
with her dad.

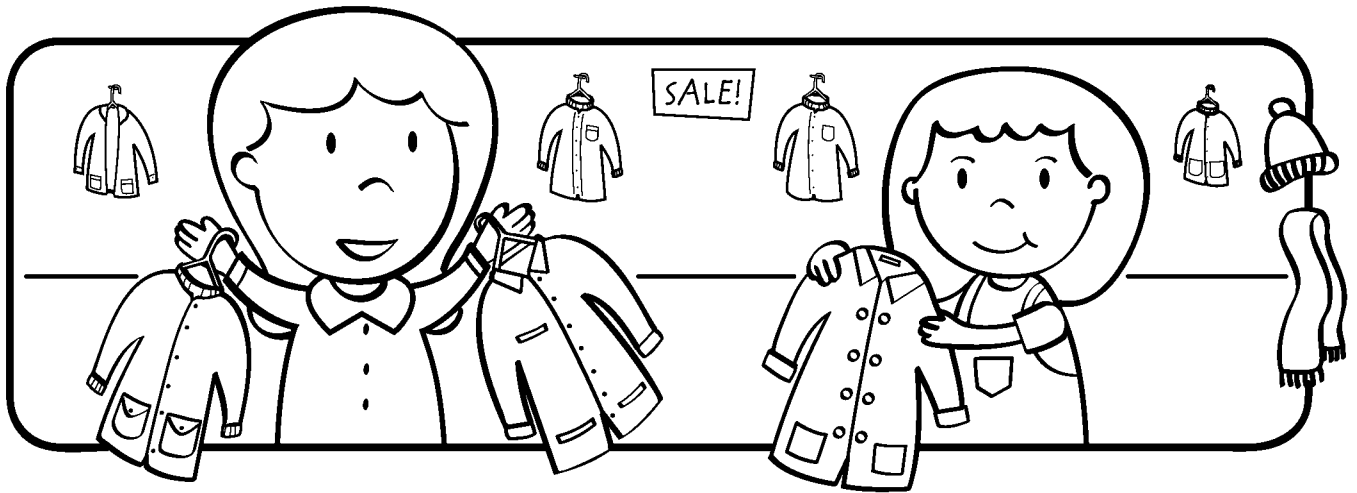
She likes shopping for food.

5

She goes to the toy store
with her grandfather.
She buys a toy.

9



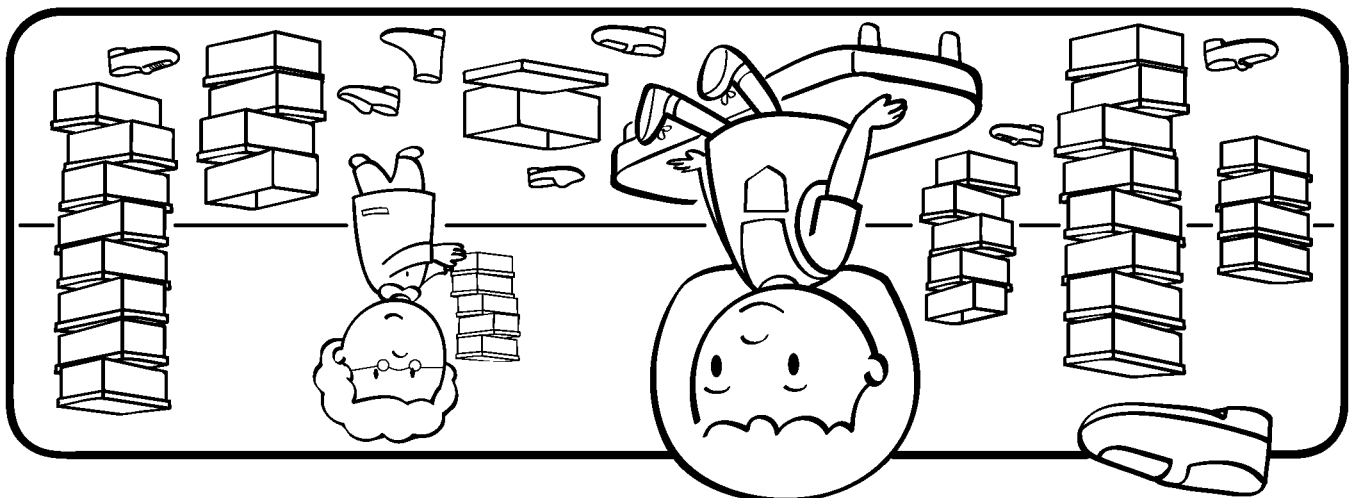


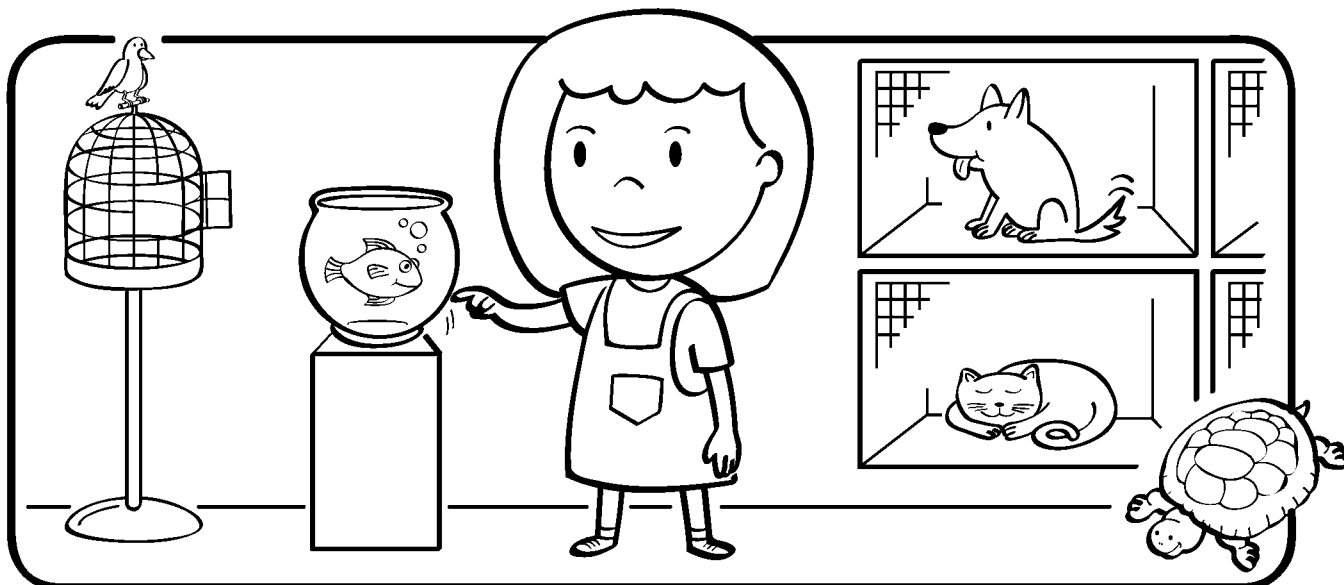
She goes to the clothing store
with her mom.
She looks for a coat.

7

She likes going to the shoe store
with her grandmother.
She buys new shoes.

8





She goes to the pet store.
She looks for a pet.

9

Katie likes the pet store best.
She buys a puppy.

10



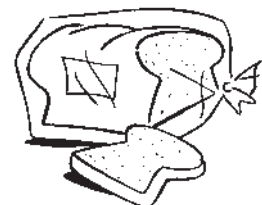
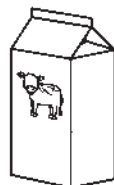
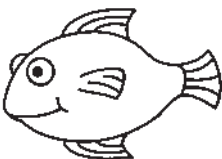
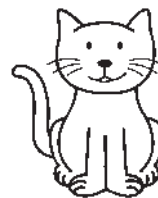
Name _____

Pet Store

Food Store

Clothing Store

Shoe Store



INSTRUCTIONS: Have students cut out the pictures and paste each one in a store. Have them explain how they sorted the pictures.

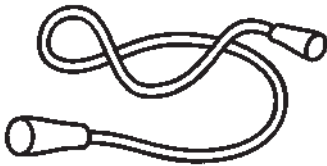
Name _____

boat rope

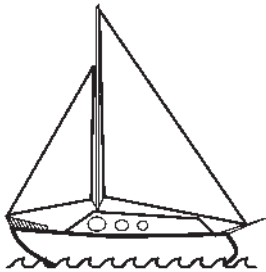
box ball



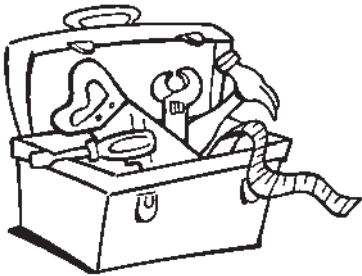
base



jump



sail

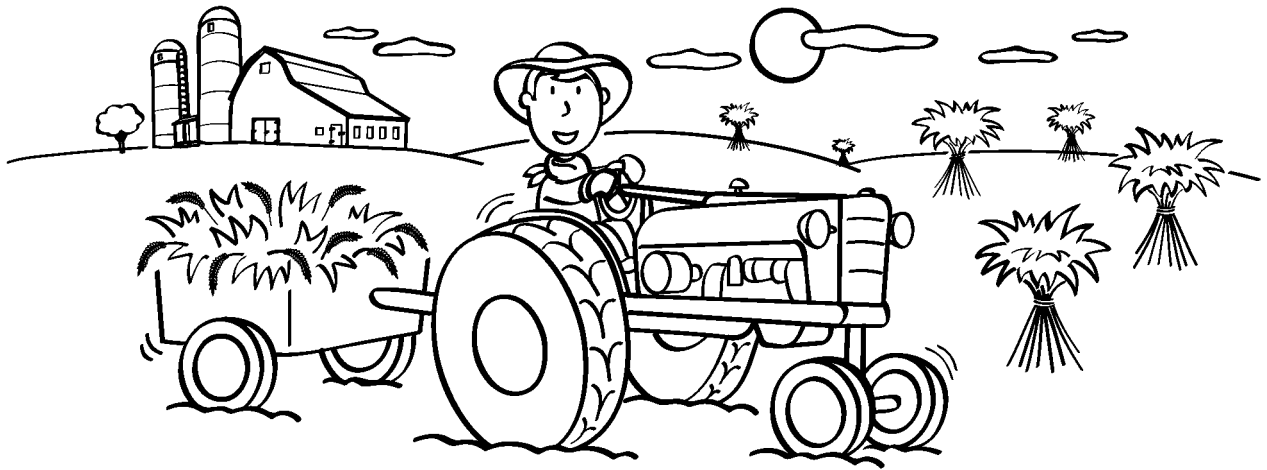


tool

INSTRUCTIONS: Identify each picture and read the words in the box with students. Have them write a word from the box on the line to complete each compound word.

LEVELED READER • D

Workers

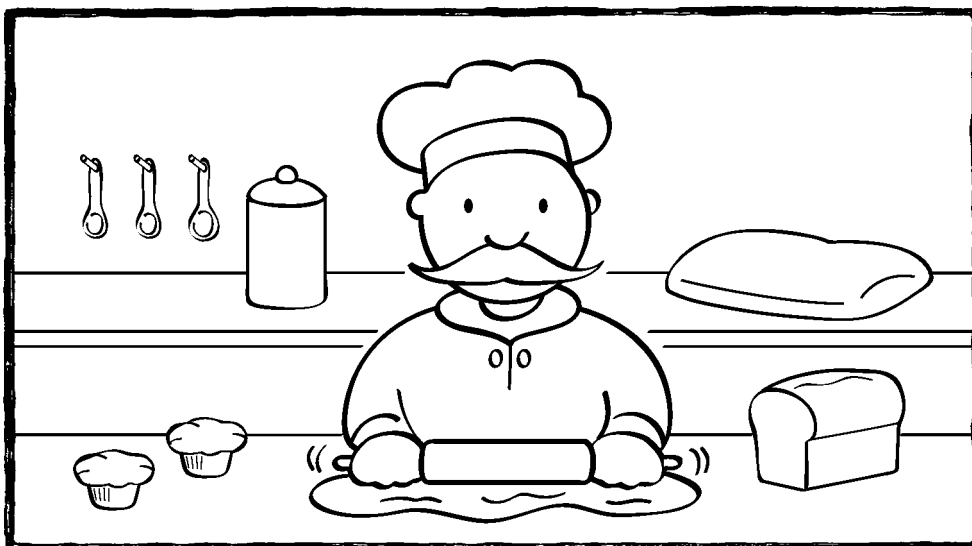


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Workers

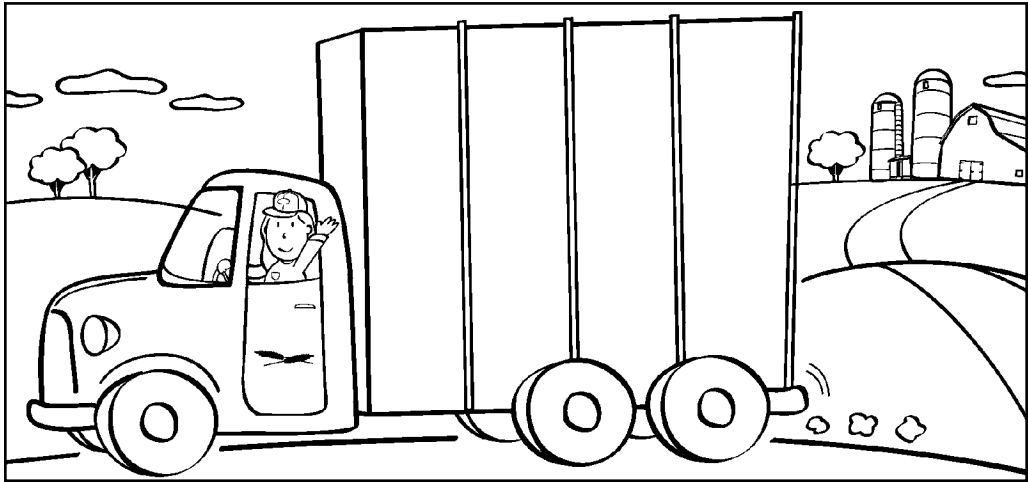
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Workers



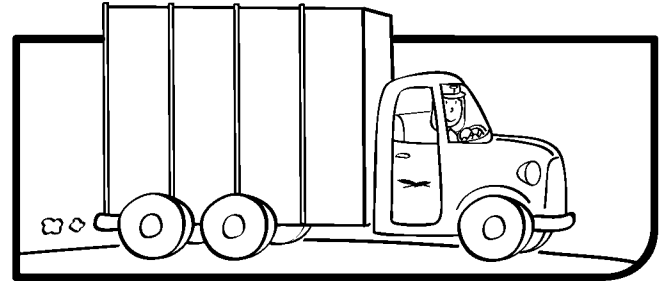
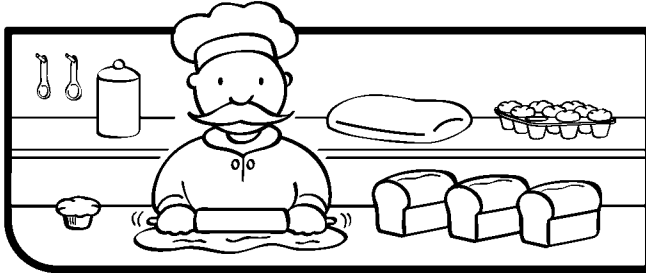
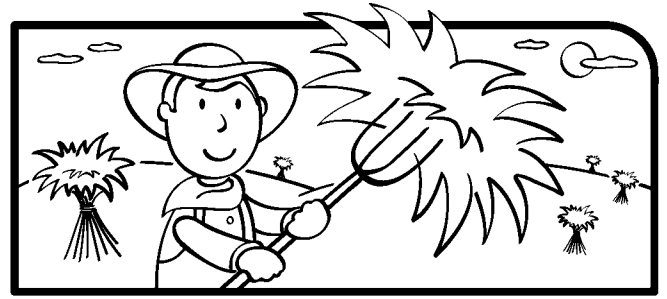
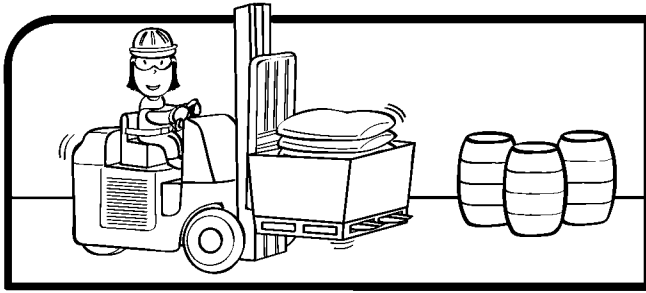
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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

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Level D leveled Reader
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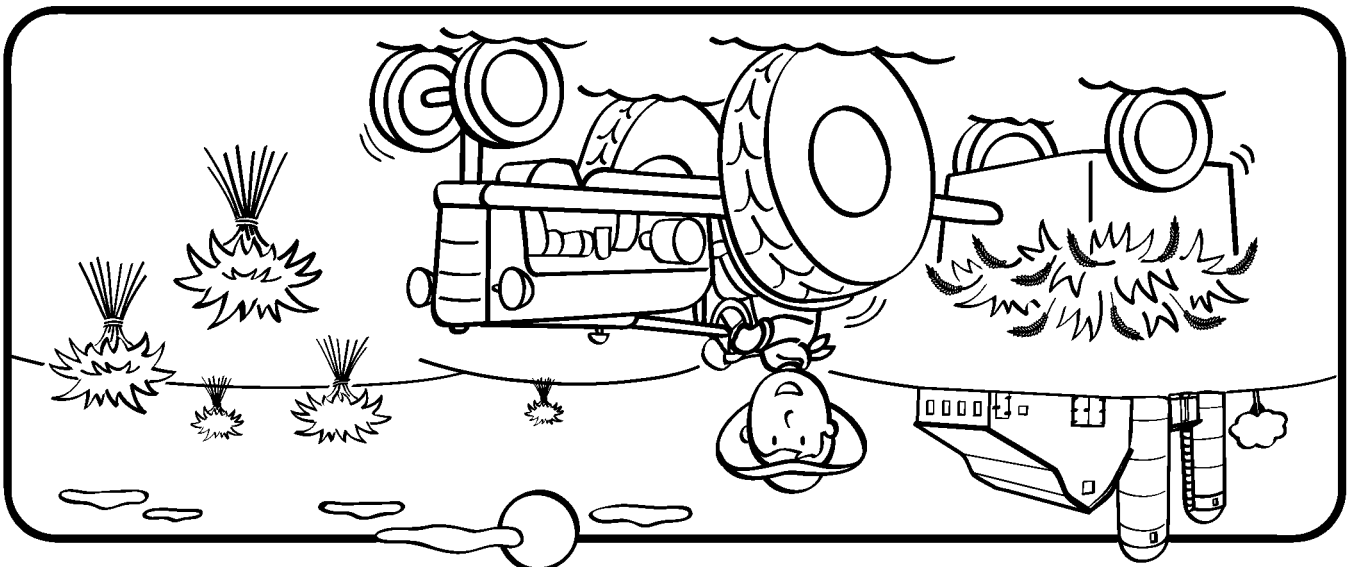


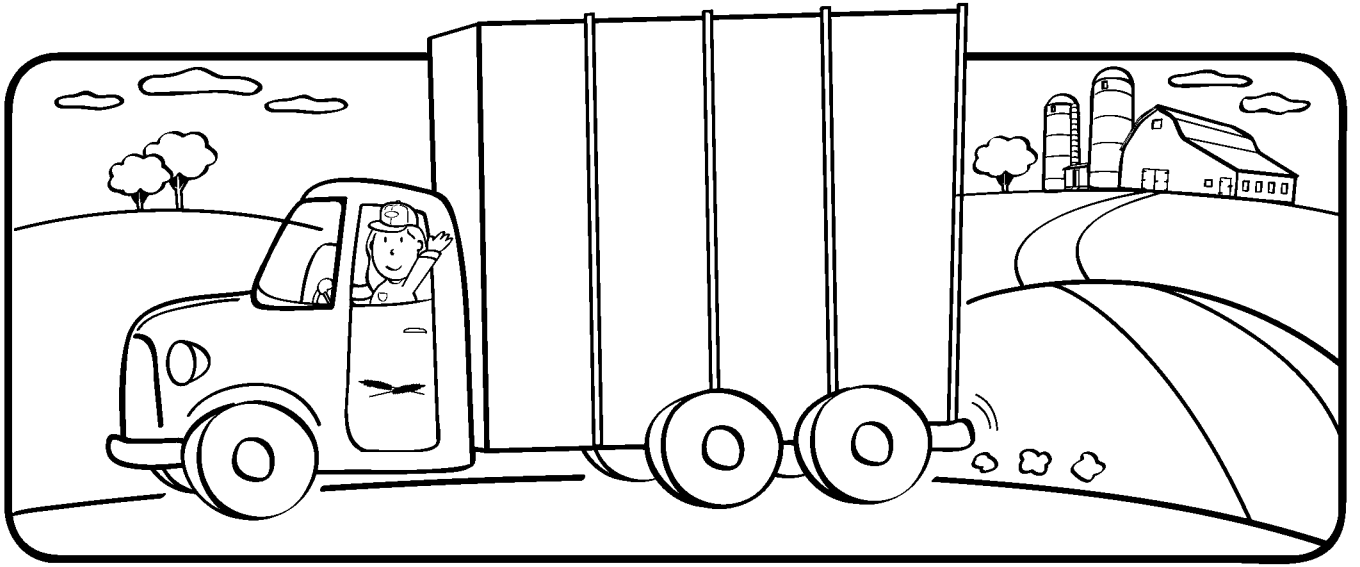
There are many kinds of workers.
Workers do many kinds of work.

3

This farmer is a worker.
He farms wheat for bread.

4



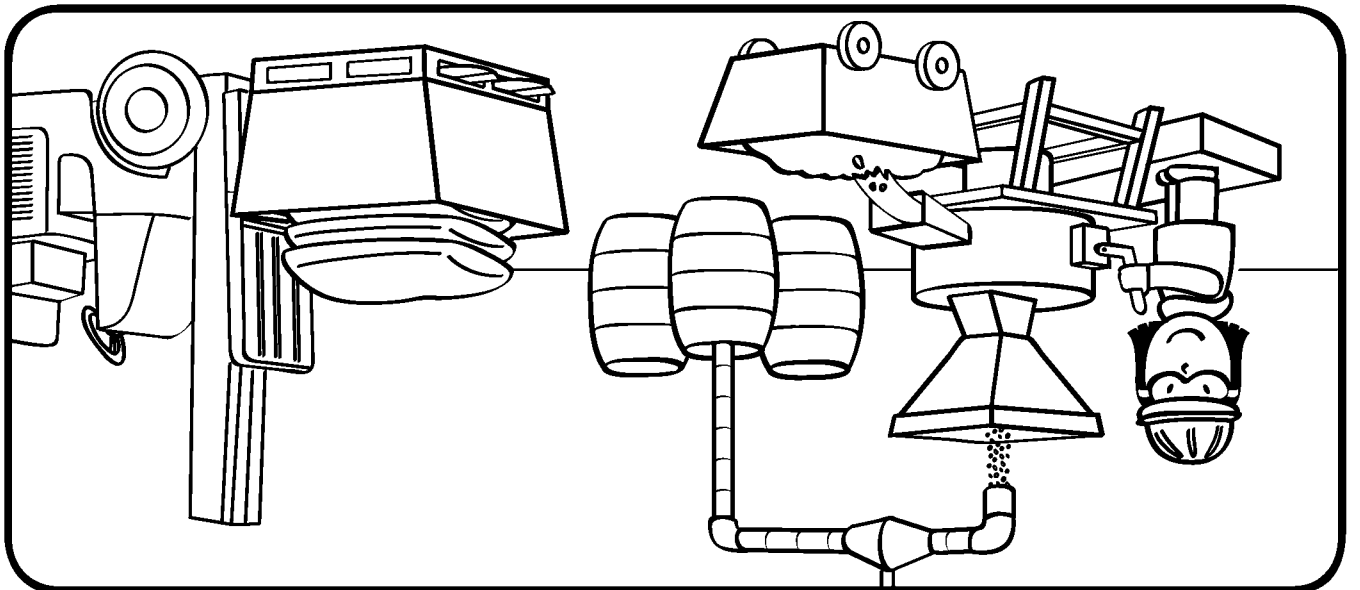


This trucker is a worker.
She trucks wheat to the mill.

5

This miller is a worker.
She grinds wheat into flour.

9



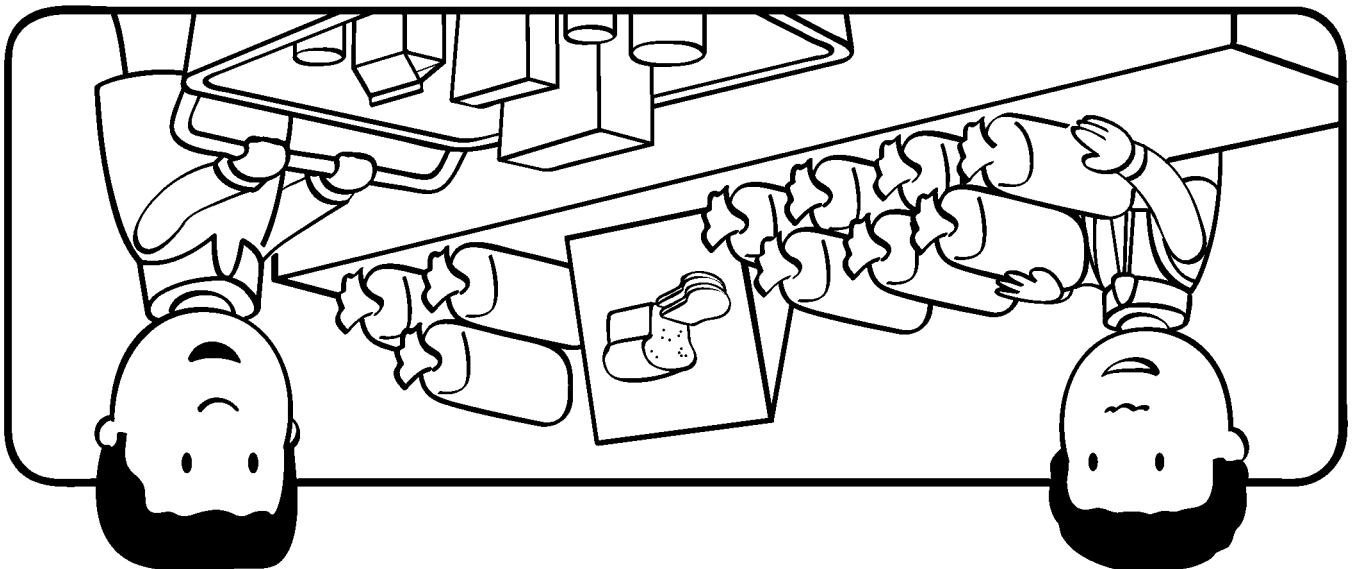


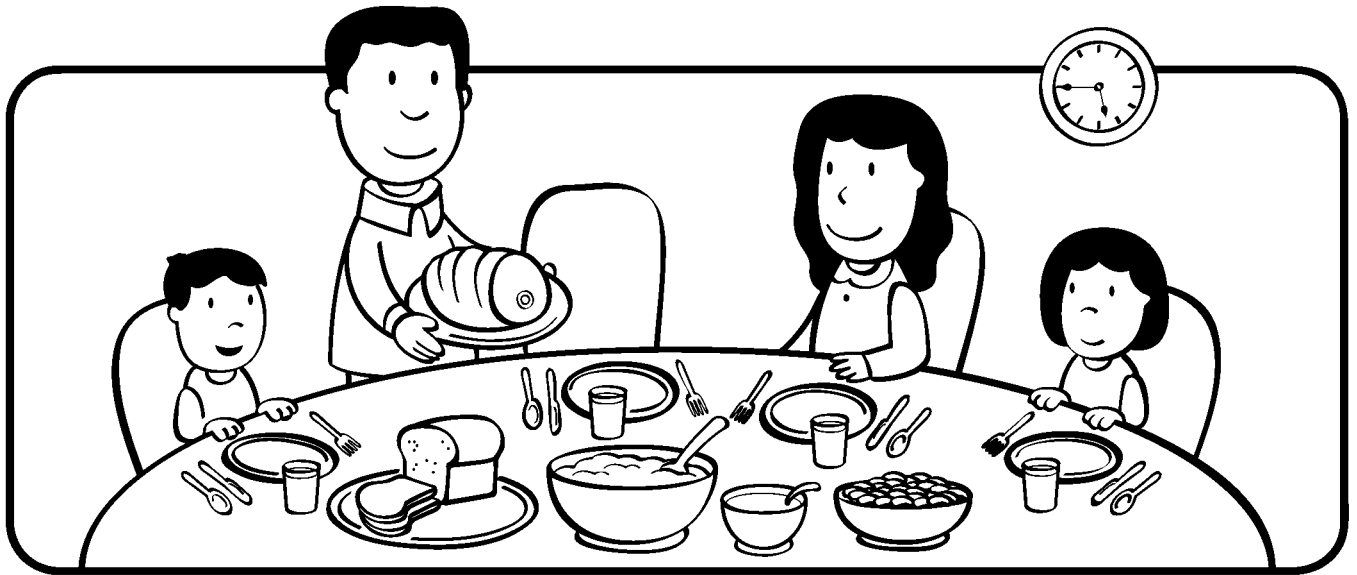
This baker is a worker.
He uses flour to bake bread.

7

This grocer is a worker.
He sells bread to the dad.

8



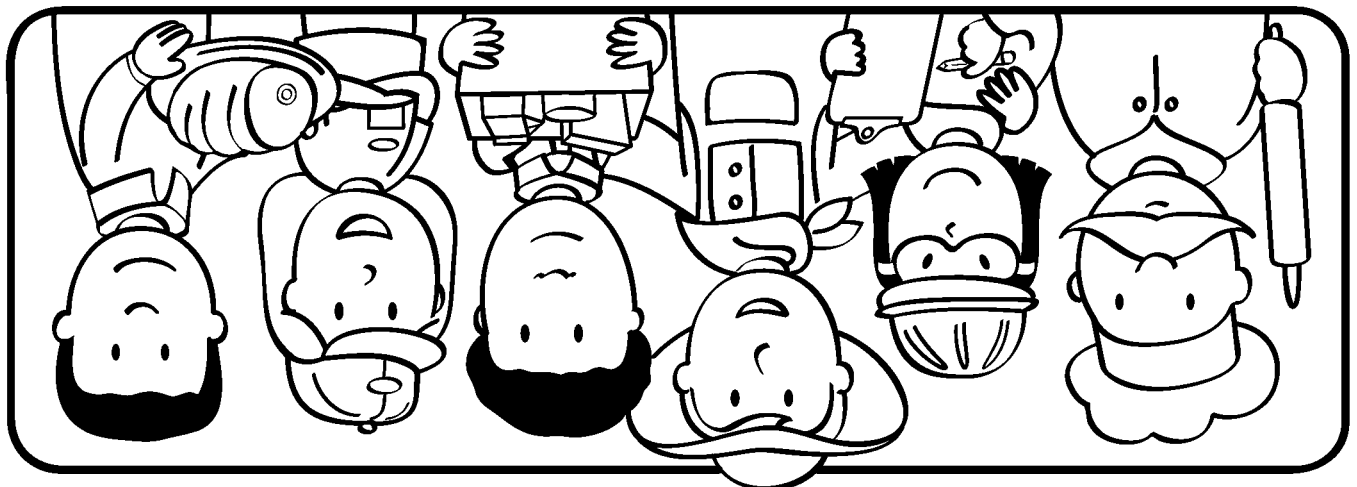


This dad is a worker.
He makes dinner for his family.

9

What kinds of workers
do you know?
What kind of work do they do?

10



Name _____

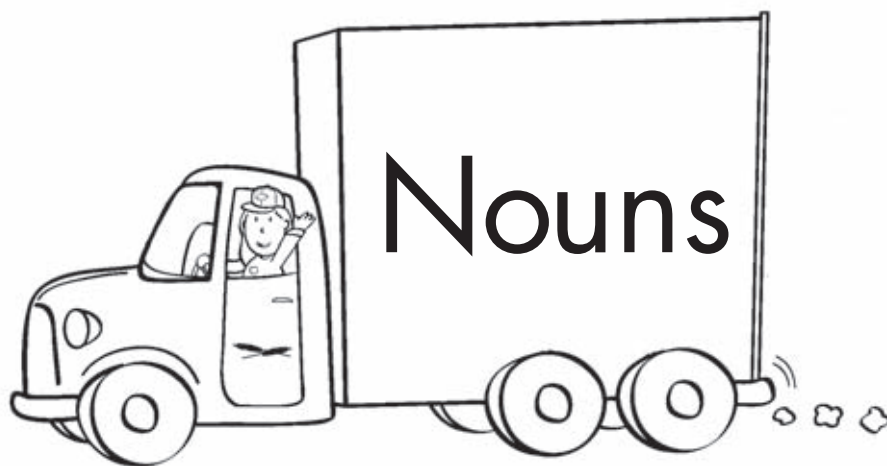


WORKERS • LEVEL D • 1

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut apart the pictures and sequence them in the correct order. Have them paste the pictures in order on a separate piece of paper.

Name _____



INSTRUCTIONS: Review with students that a noun is a *person, place, or thing*. Have them draw and label a noun in each box.

LEVELED READER • D

Where Plants Grow

Written by Vic Moors

www.readinga-z.com

Where Plants Grow

A Reading A-Z Level D Leveled Reader • Word Count: 64




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LEVEL D	
Fountas & Pinnell	D
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Plants grow in many places.
They can grow outside.
They can grow inside, too.

3

Most plants grow in soil.

4



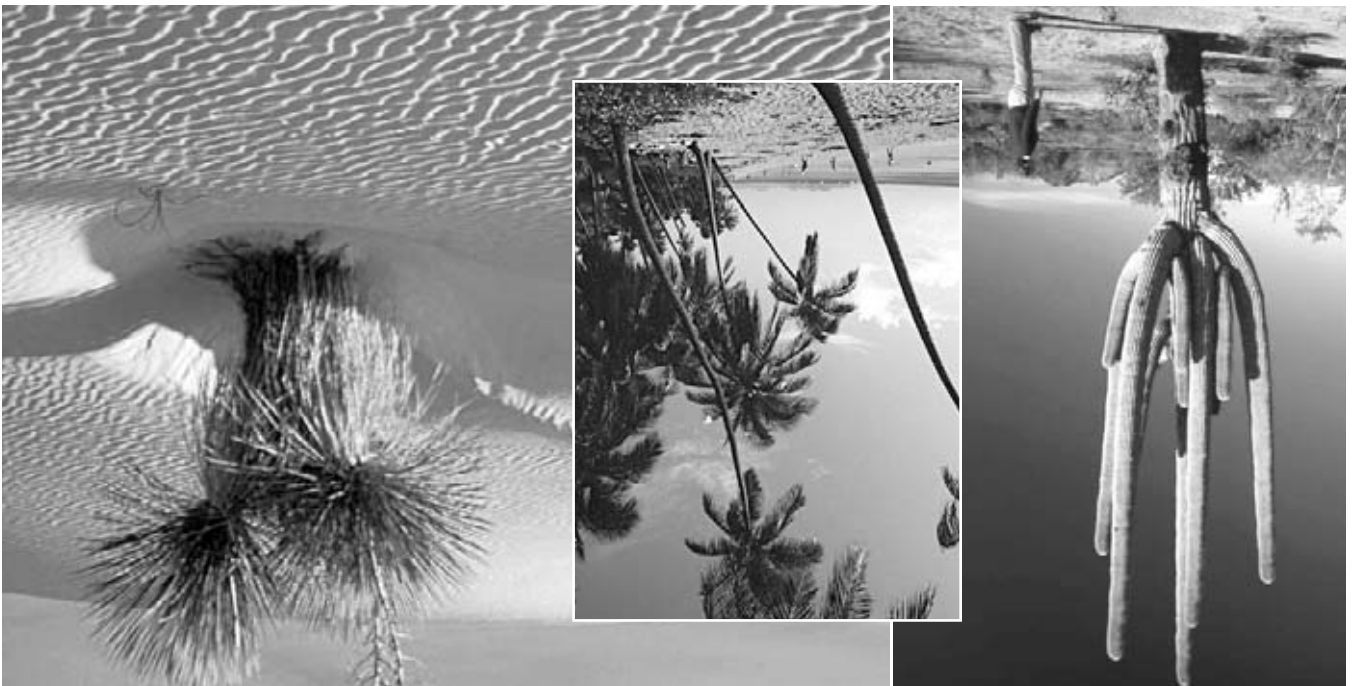


Some plants grow in pots.
There is soil inside the pots.

5

Some plants grow in sand.

9





Some plants grow in water.

7

Some plants grow on rocks.

8





Some plants even grow
on other plants.

9

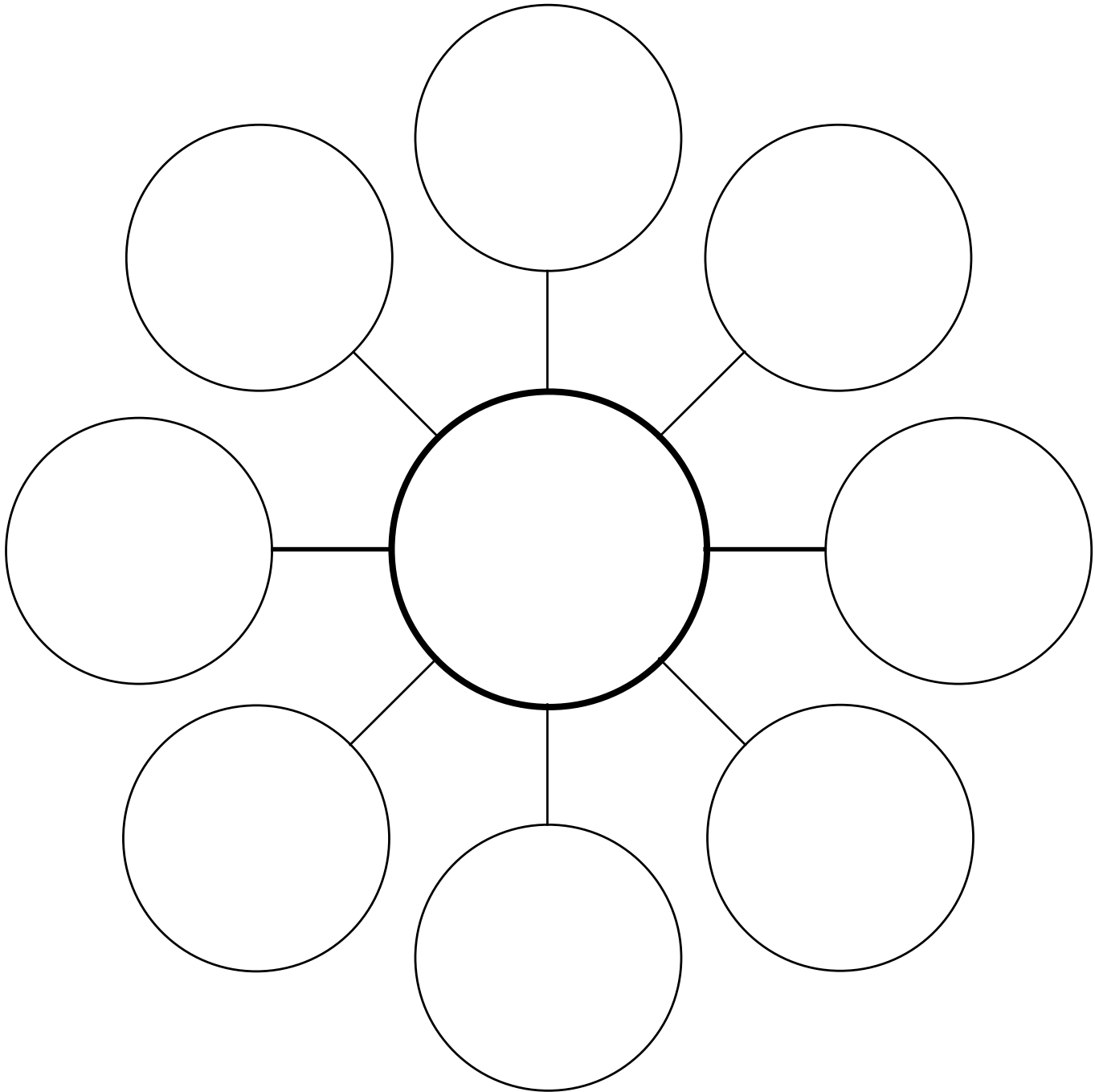
Plants need three things to grow.
They need water, air, and sunlight.

10



Name _____

INSTRUCTIONS: Have students write the words that tell the "big" idea in the middle circle. Then have them write the places where plants can grow in the other circles.



Name _____

INSTRUCTIONS: Have students read the sentence in each box and draw a picture to go with it.

I see six pigs.

This is a hot pot.

I see a doll in a box.

This is a fox and mop.

Mom and Kit go up the hill.

He can sit on a log.

Name _____

INSTRUCTIONS: Have students find the words from the word box that are associated with growing plants in the word maze below.

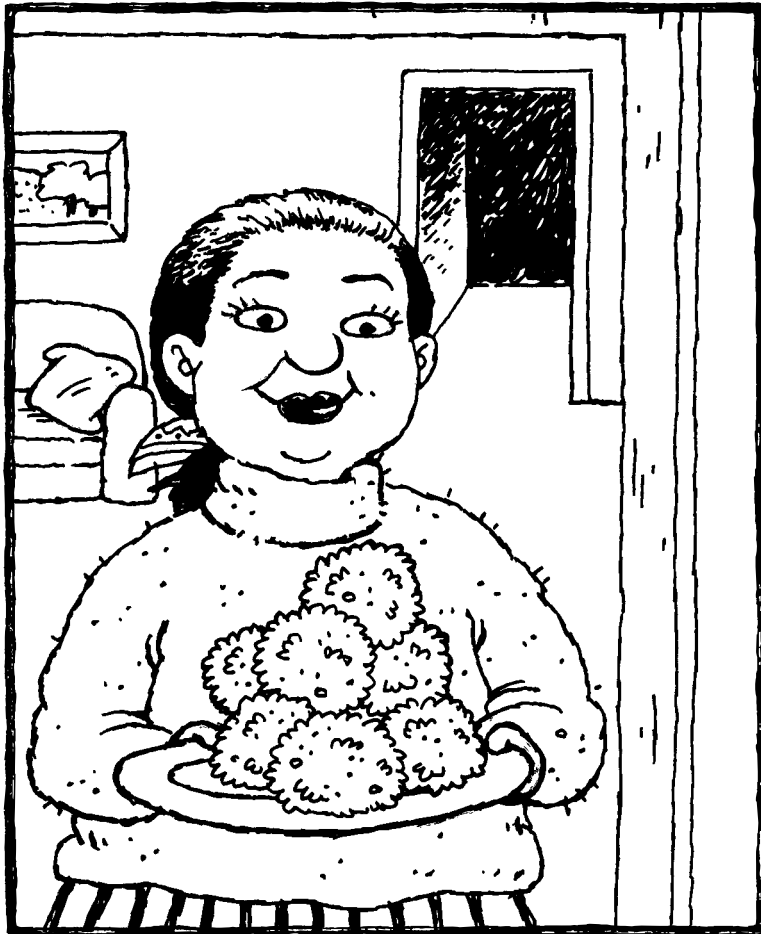
water	plant	air	sand
soil	sun	pot	

w	a	t	e	r
o	s	a	n	d
n	o	e	s	p
a	i	r	u	o
p	l	a	n	t

Maria's Halloween

A Reading A-Z Level D Leveled Reader

Word Count: 77




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LEVELED READER • D

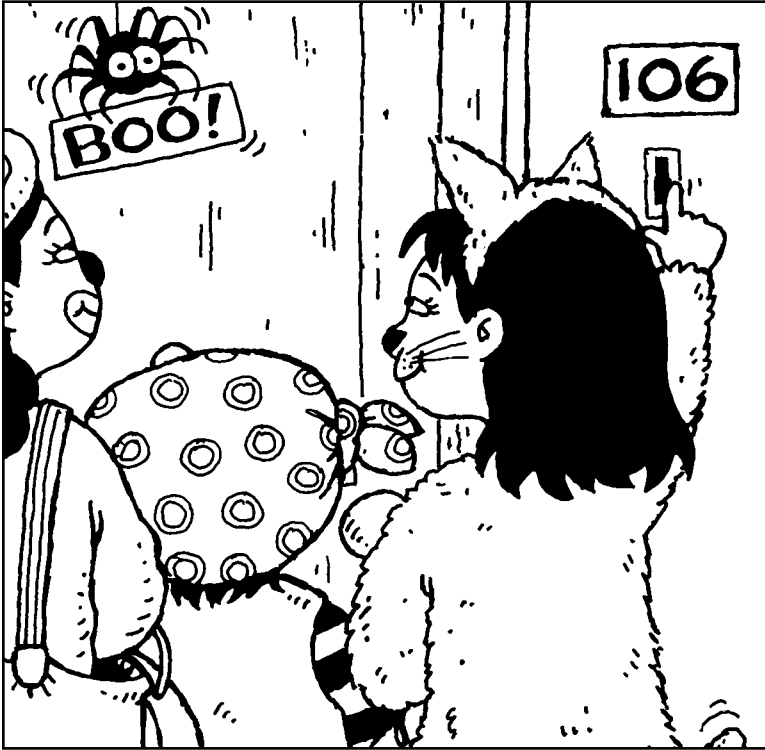
Maria's Halloween



Written by Dori H. Butler
Illustrated by Angela Kamstra-Jacobson

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Maria's Halloween



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Illustrated by Angela Kamstra-Jacobson

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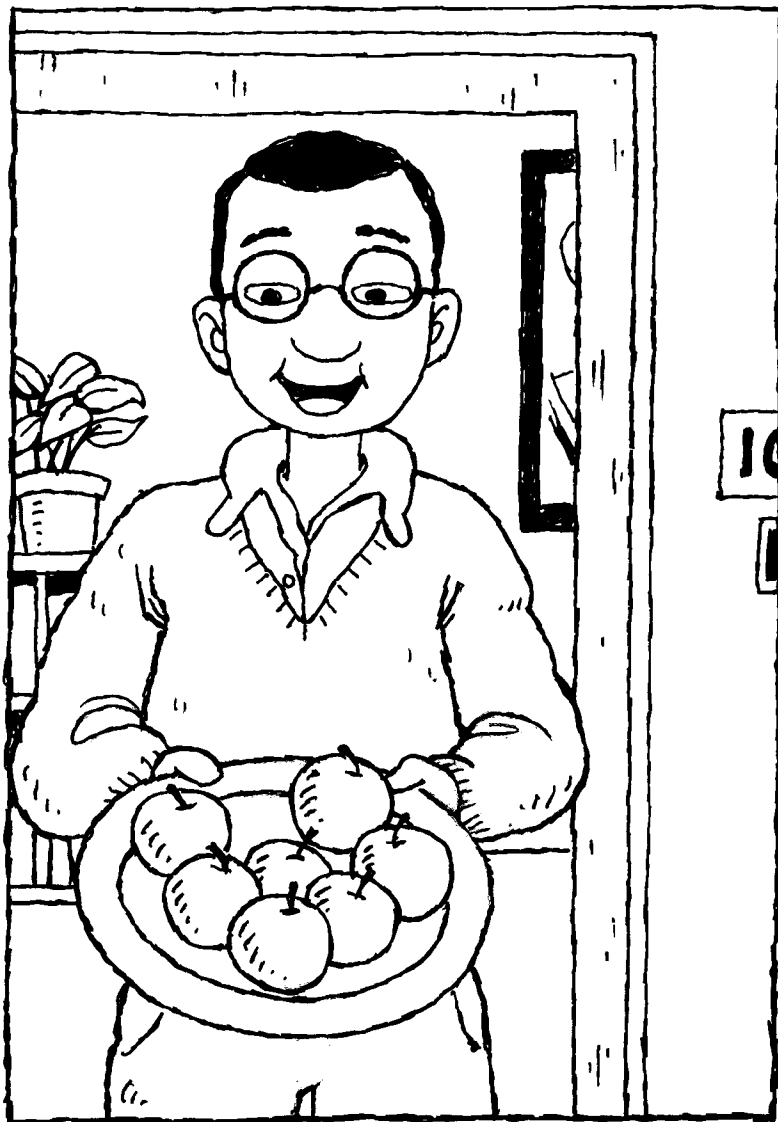
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



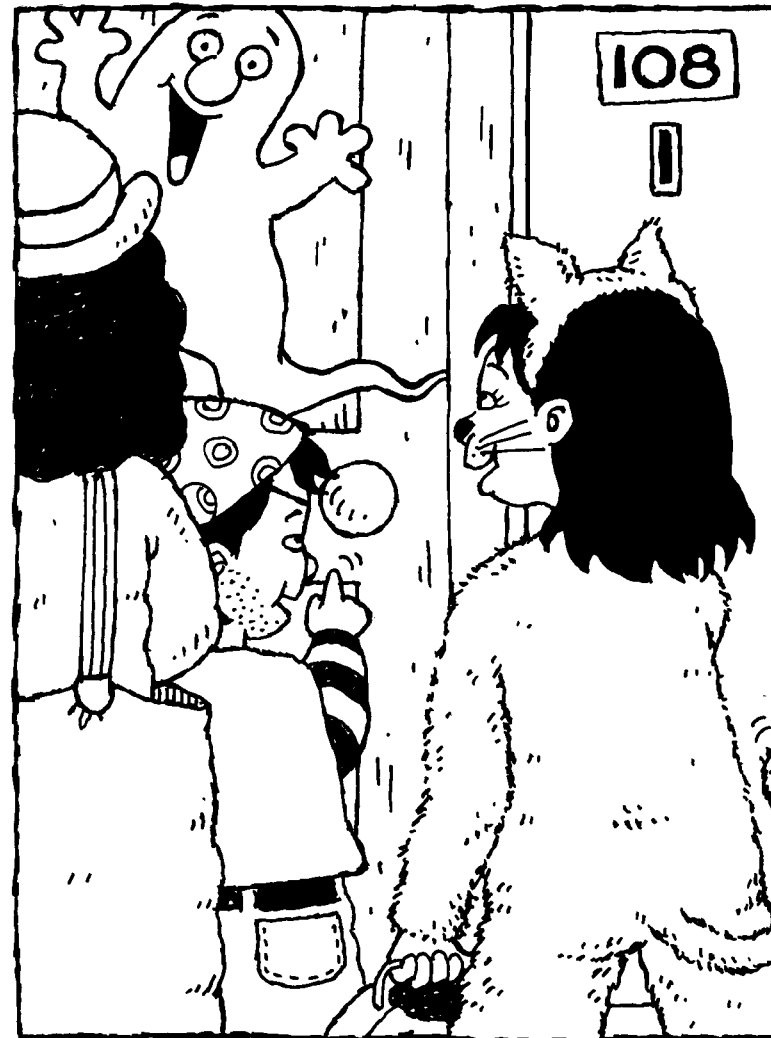
It is Halloween.
Maria, Emily, and Luis go
trick or treating.



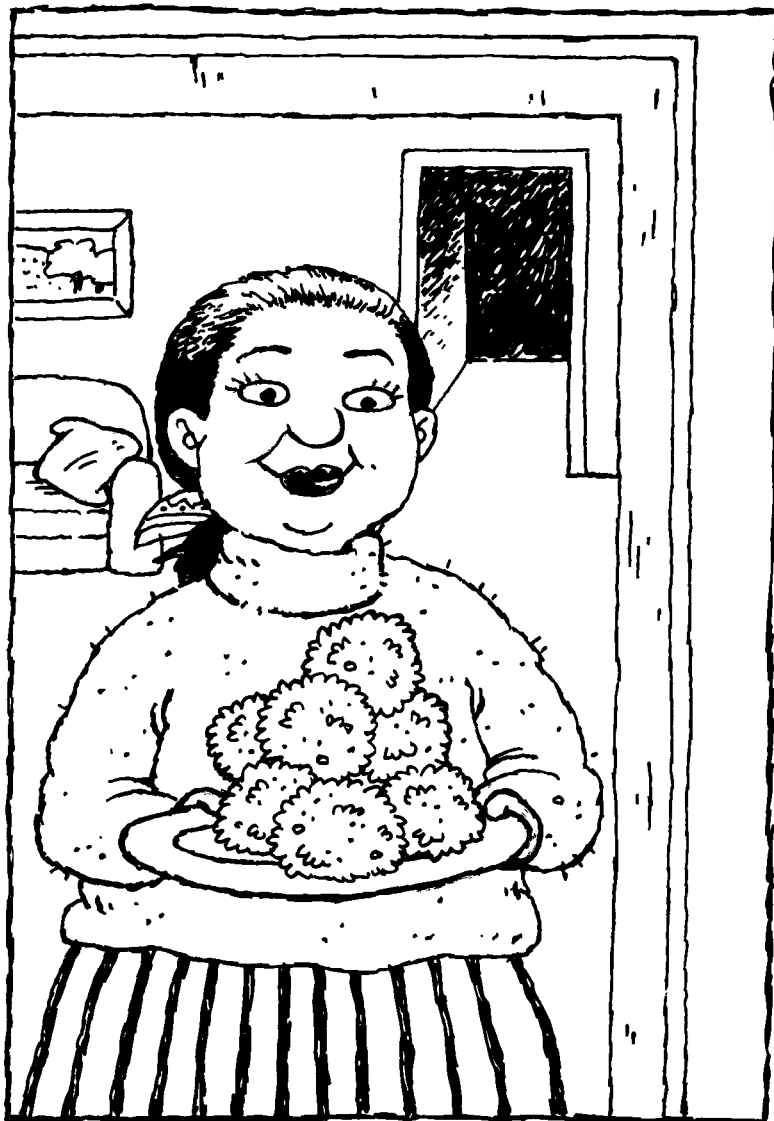
Look at Mr. Johnson's
spider.
Trick or treat, Mr. Johnson.



Thank you for the treat,
Mr. Johnson.



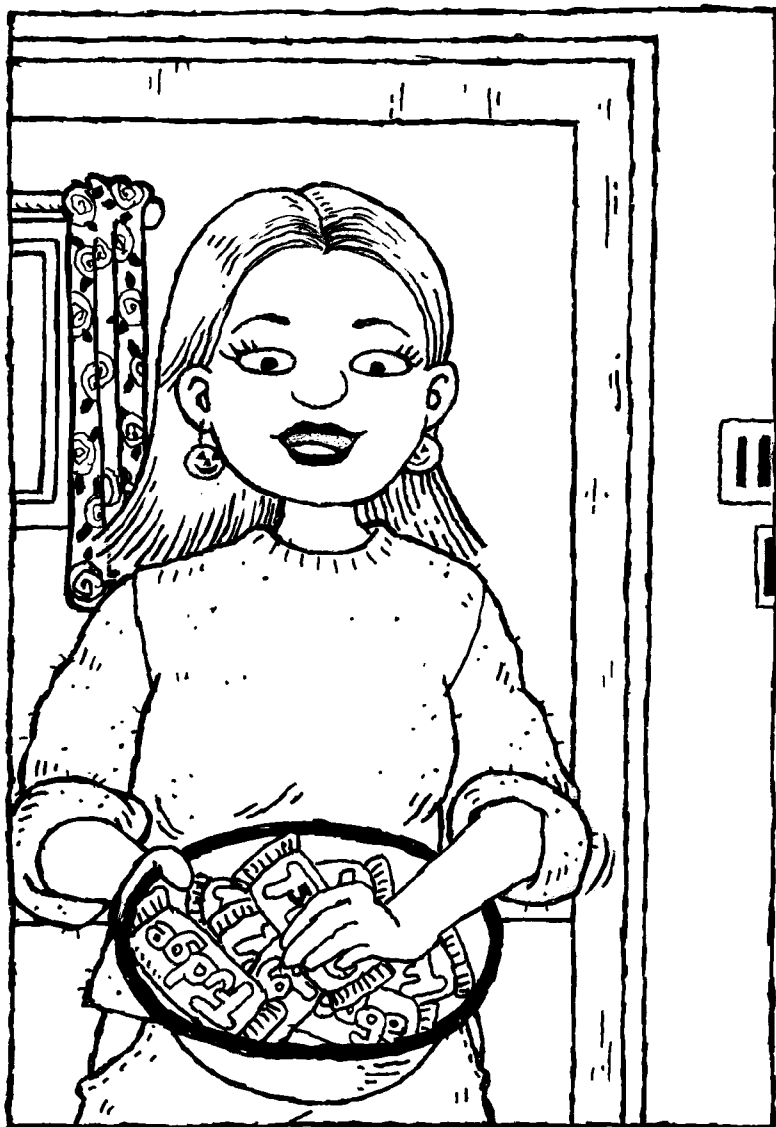
Look at Mrs. Florio's
ghost.
Trick or treat, Mrs. Florio.



Thank you for the treat,
Mrs. Florio.



Look at Ms. White's
pumpkin.
Trick or treat, Ms. White.



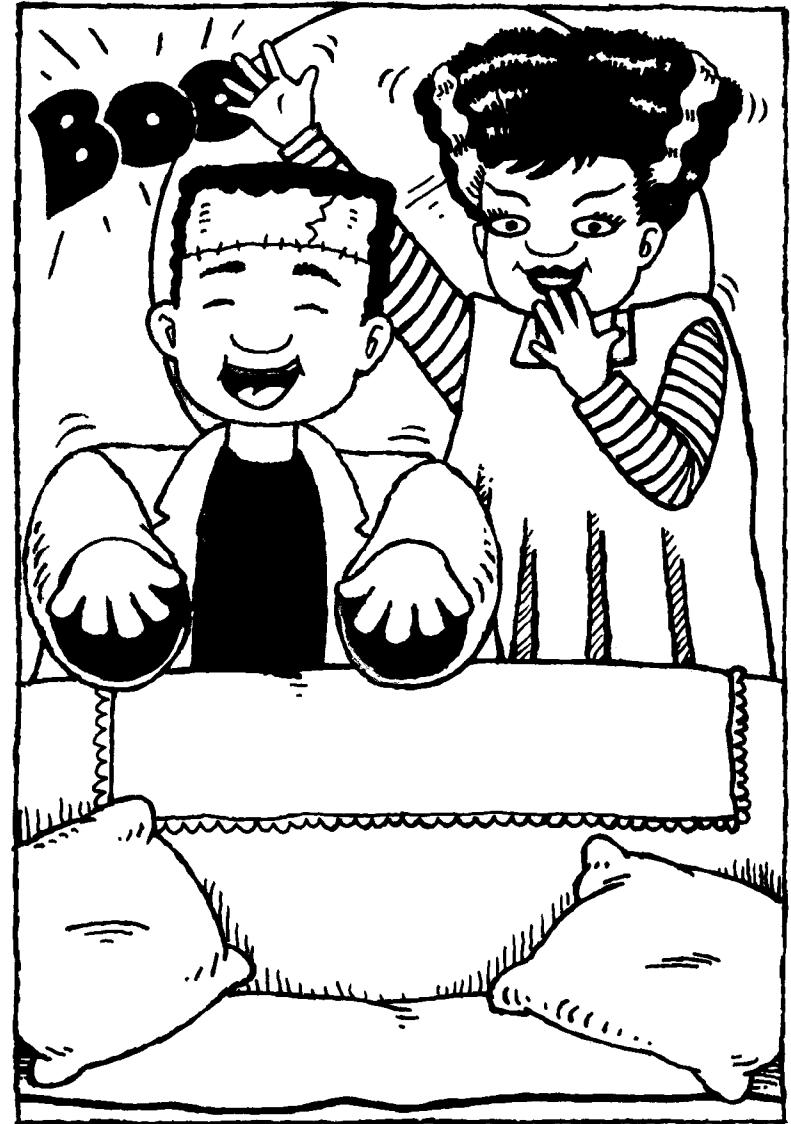
Thank you for the treat,
Ms. White.



Look at our black cat.



Trick or treat, Abuela.



Mama and Papa play
a trick!

Name _____

Title: _____



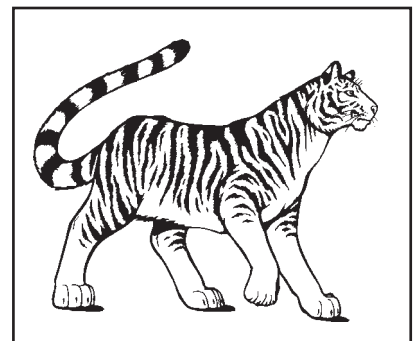
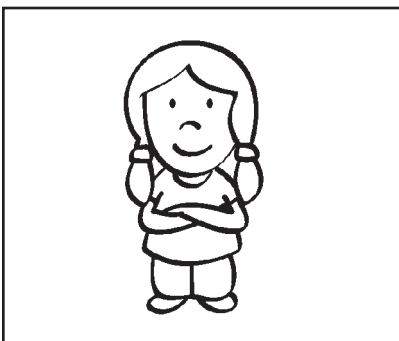
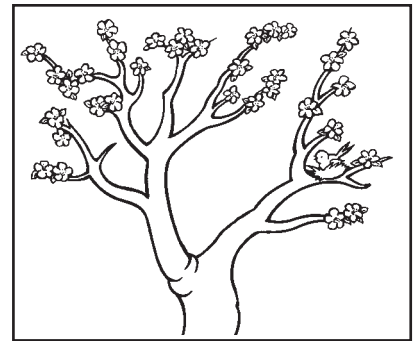
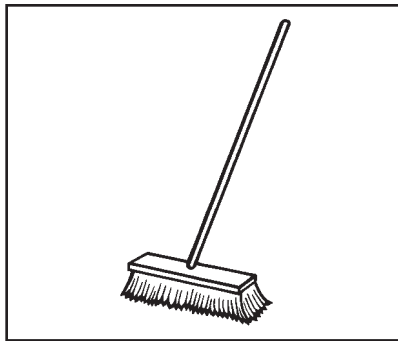
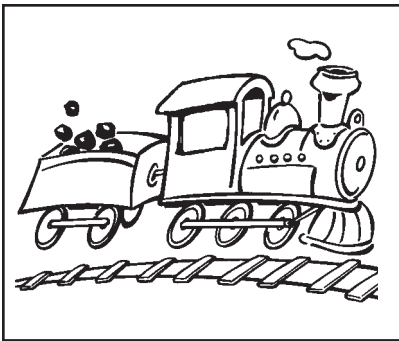
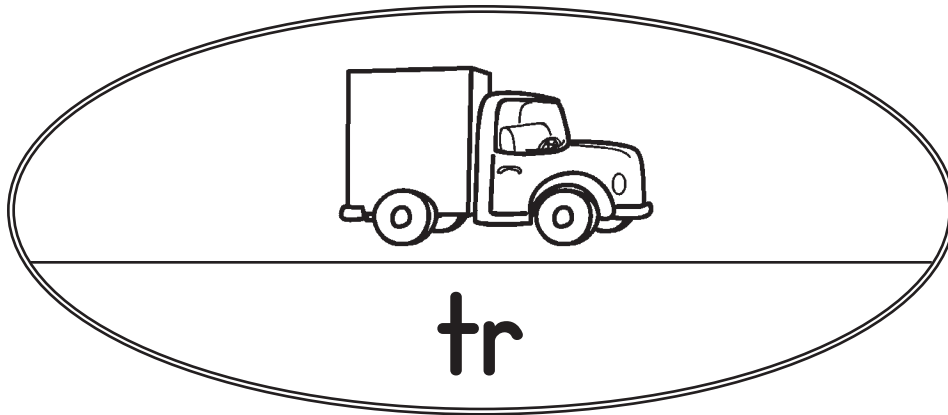
Characters



Setting

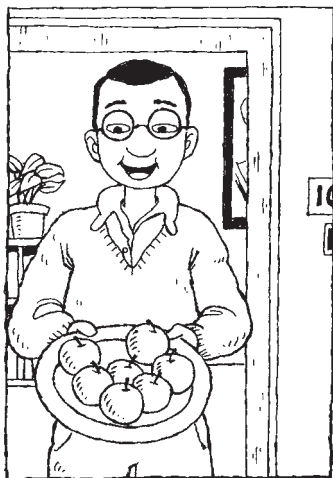
Instructions: Ask students to write the title of the book at the top of the page. Have them write or draw the characters from *Maria's Halloween* in the box labeled *Characters*. Then have students draw the setting of the story in the box labeled *Setting*. Students may use the book to help them write the characters' names.

Name _____

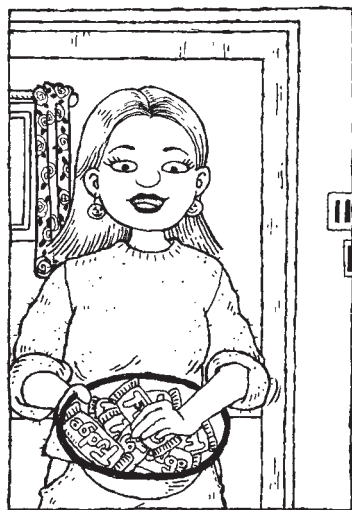


Instructions: Review the pictures with students. Have students say the name of each picture. Then have them write *tr* on the line under each picture that begins with the /tr/ sound.

Name _____





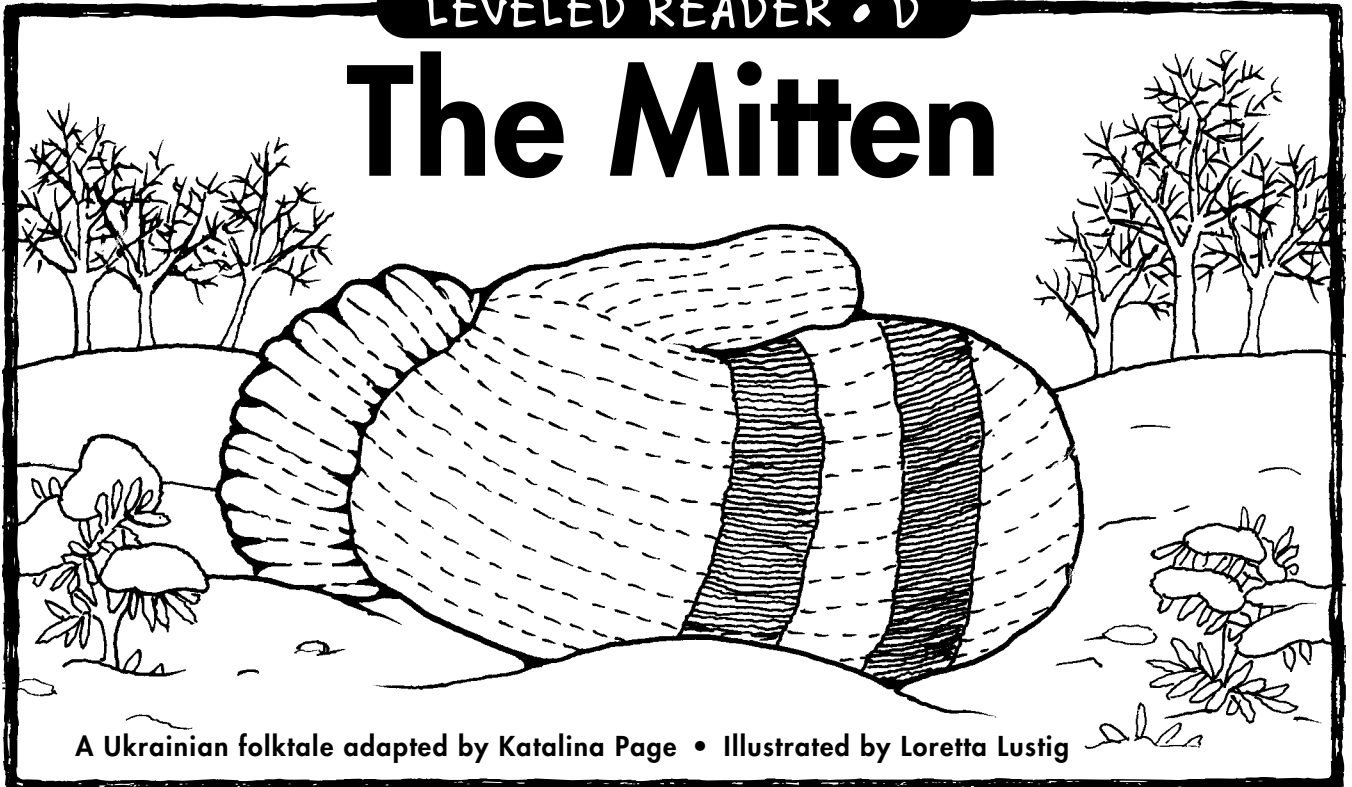




Instructions: Have students write the name of one of the people in each picture, making sure to use initial capital letters. They may use the book to help them.

LEVELED READER • D

The Mitten

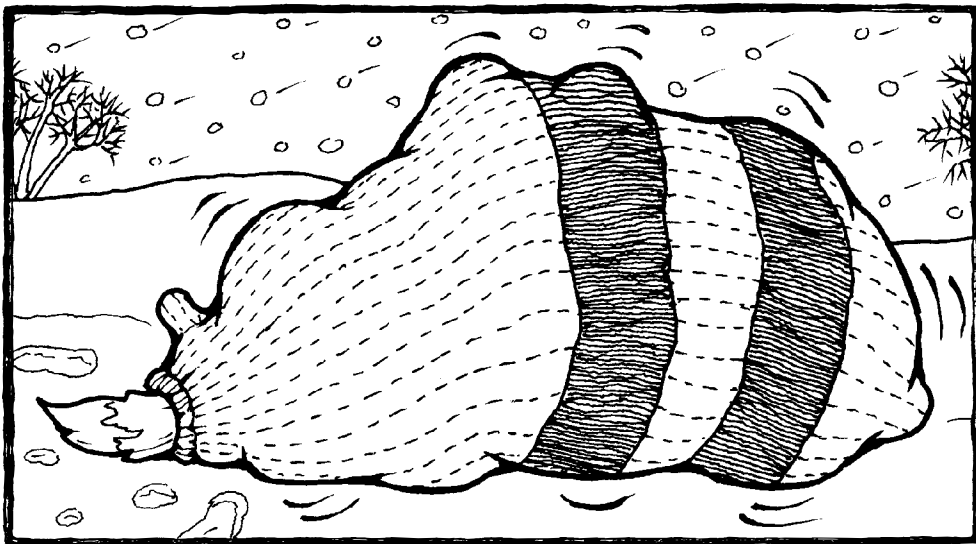


A Ukrainian folktale adapted by Katalina Page • Illustrated by Loretta Lustig

www.readinga-z.com

The Mitten

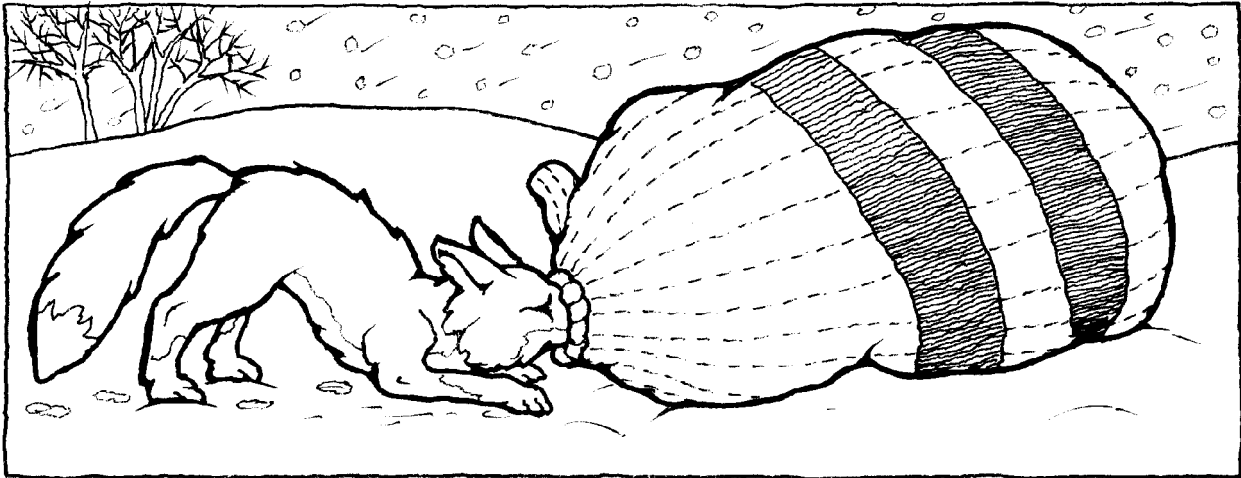
A Reading A-Z Level D Leveled Reader • Word Count: 74



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The Mitten



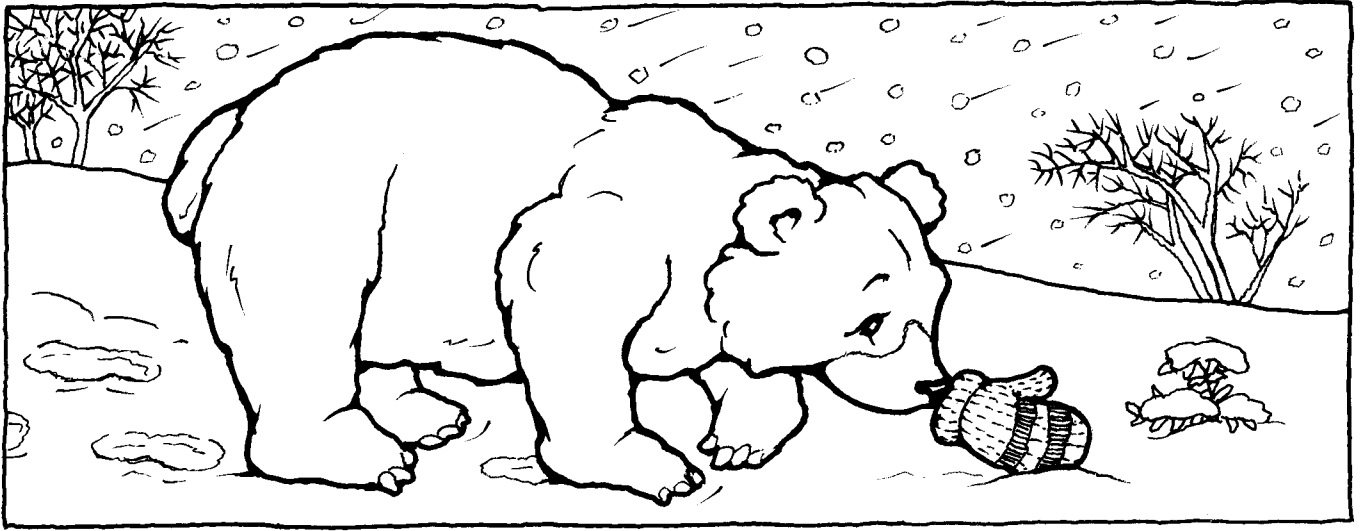
A Ukrainian folktale adapted by Katalina Page
Illustrated by Loretta Lustig

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LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

Correlation

The Mitten
Level D Leveled Reader
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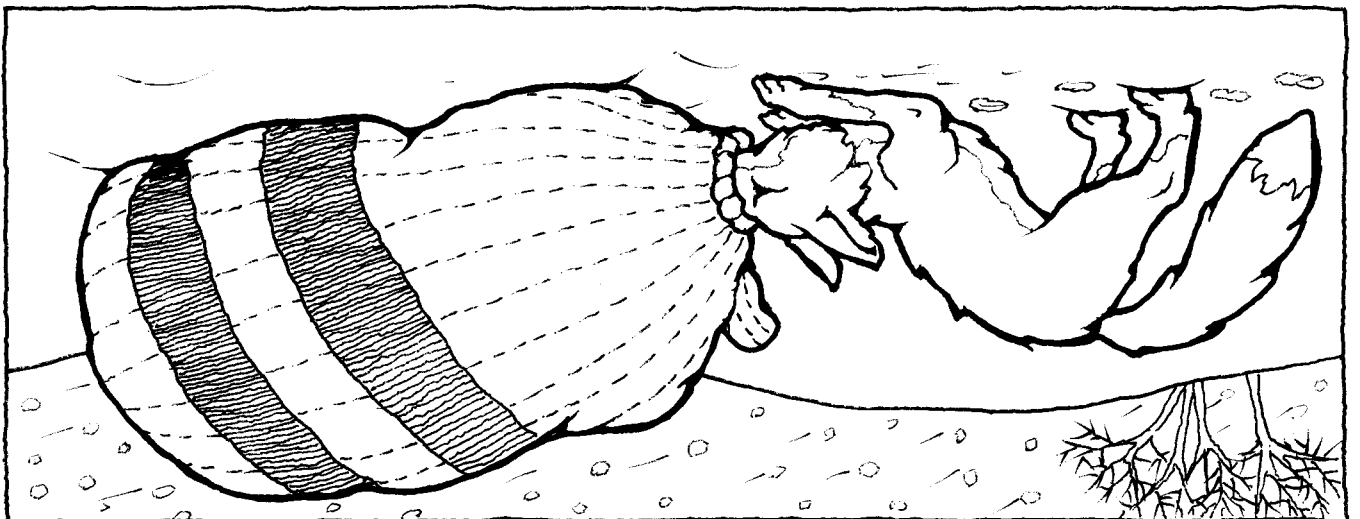


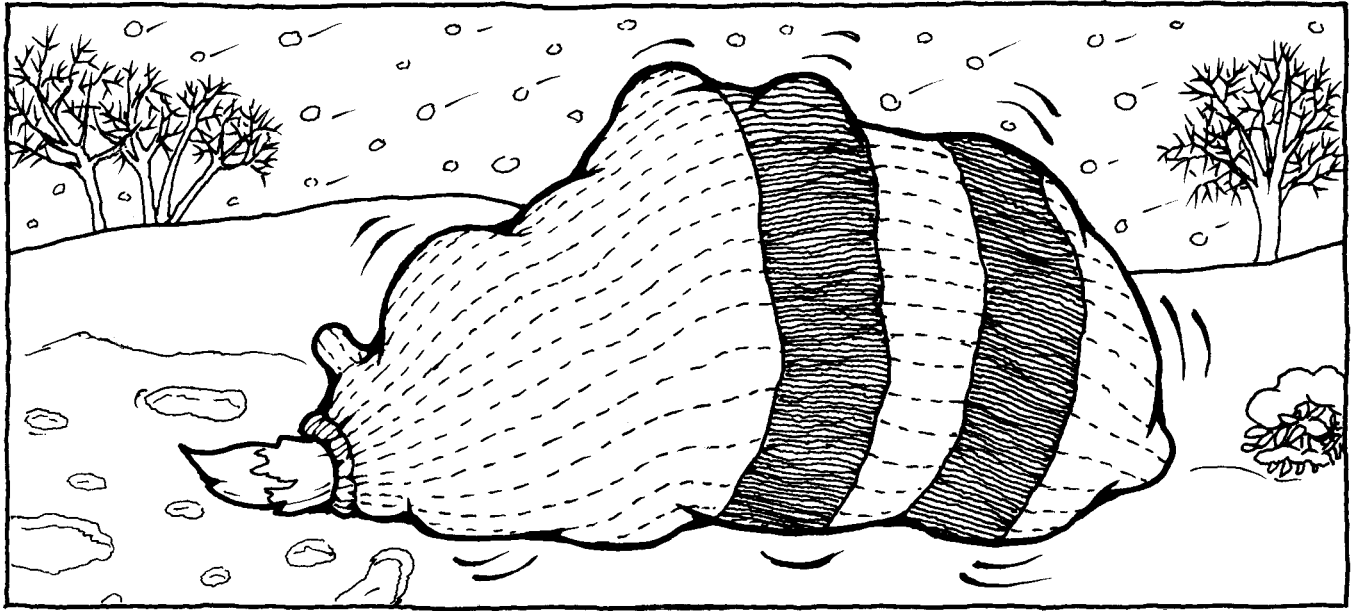
The bear was cold.
The bear got into
the warm mitten.

3

The fox was cold, too.
He got into the mitten
with the bear.

4



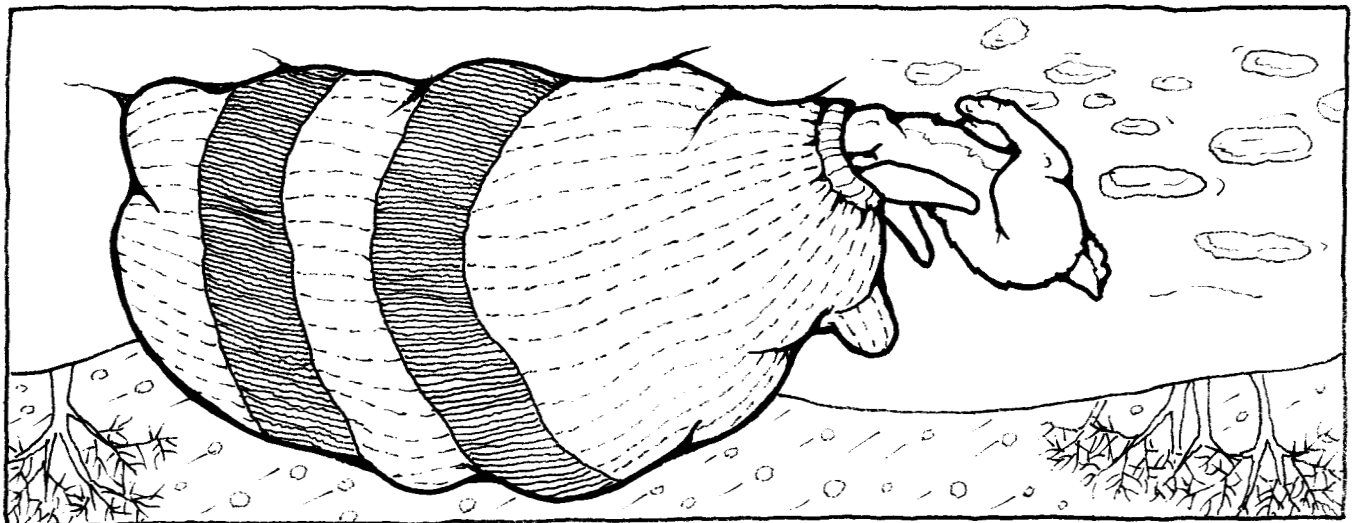


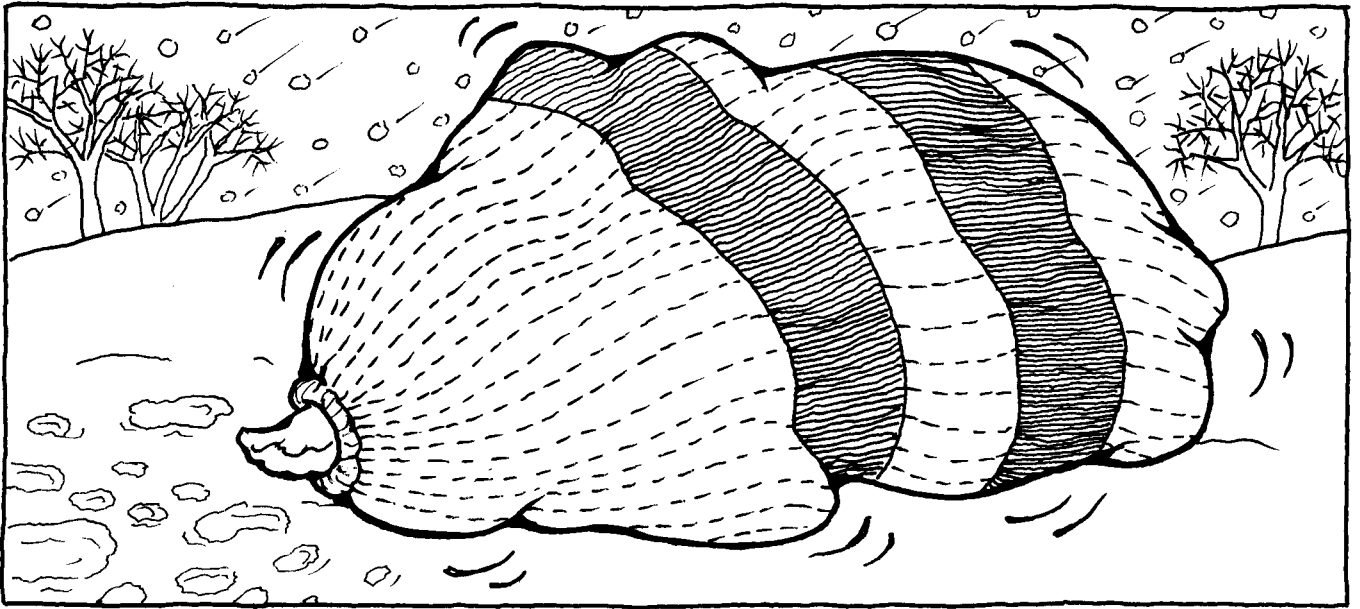
Squish, squash, squeeze.
Ah.

5

The rabbit was cold.
She got into the
warm mitten, too.

6



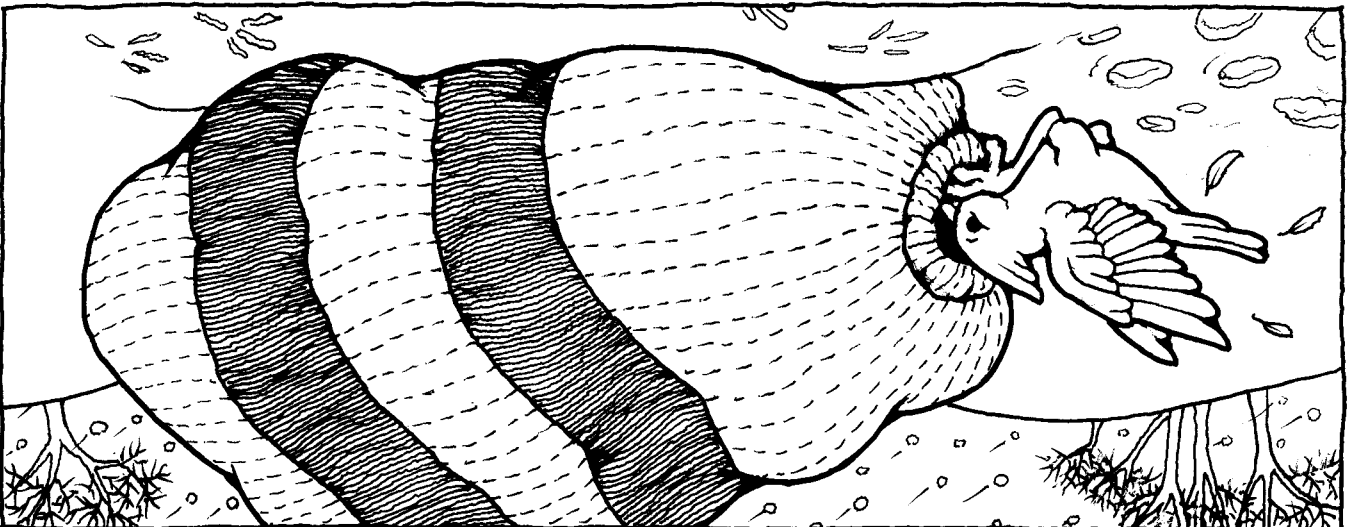


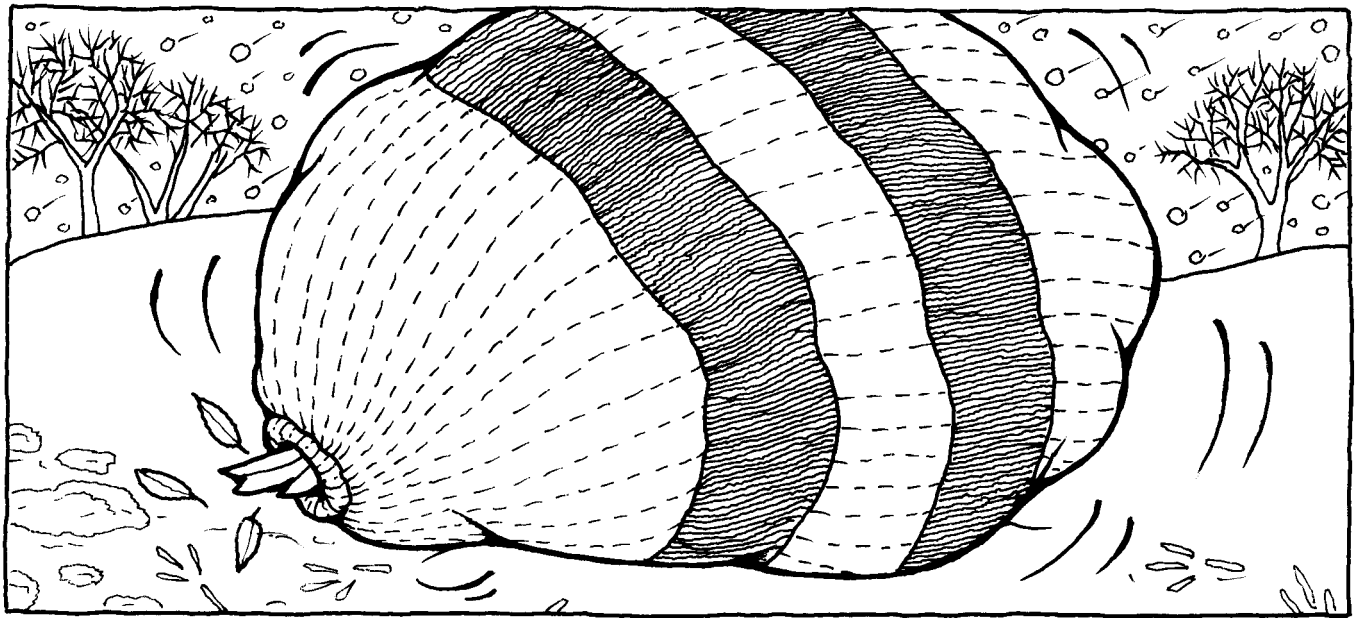
Squish, squash, squeeze.
Ah.

7

The blue jay was cold, too.
He got into the mitten
after rabbit.

8



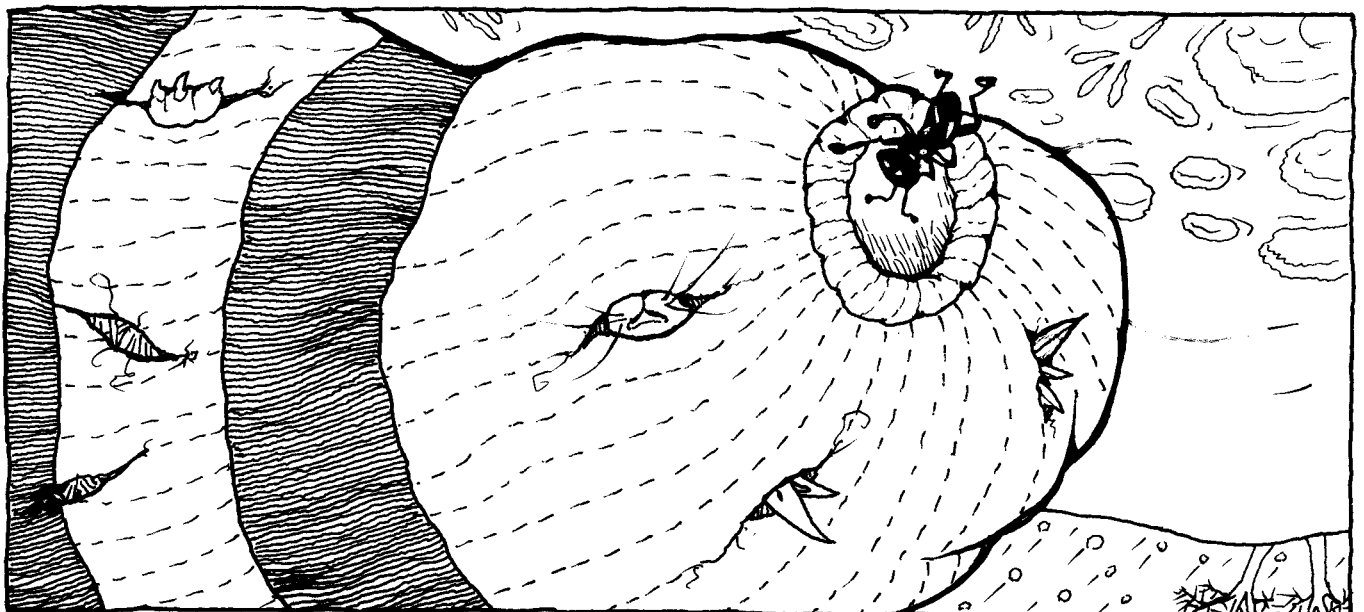


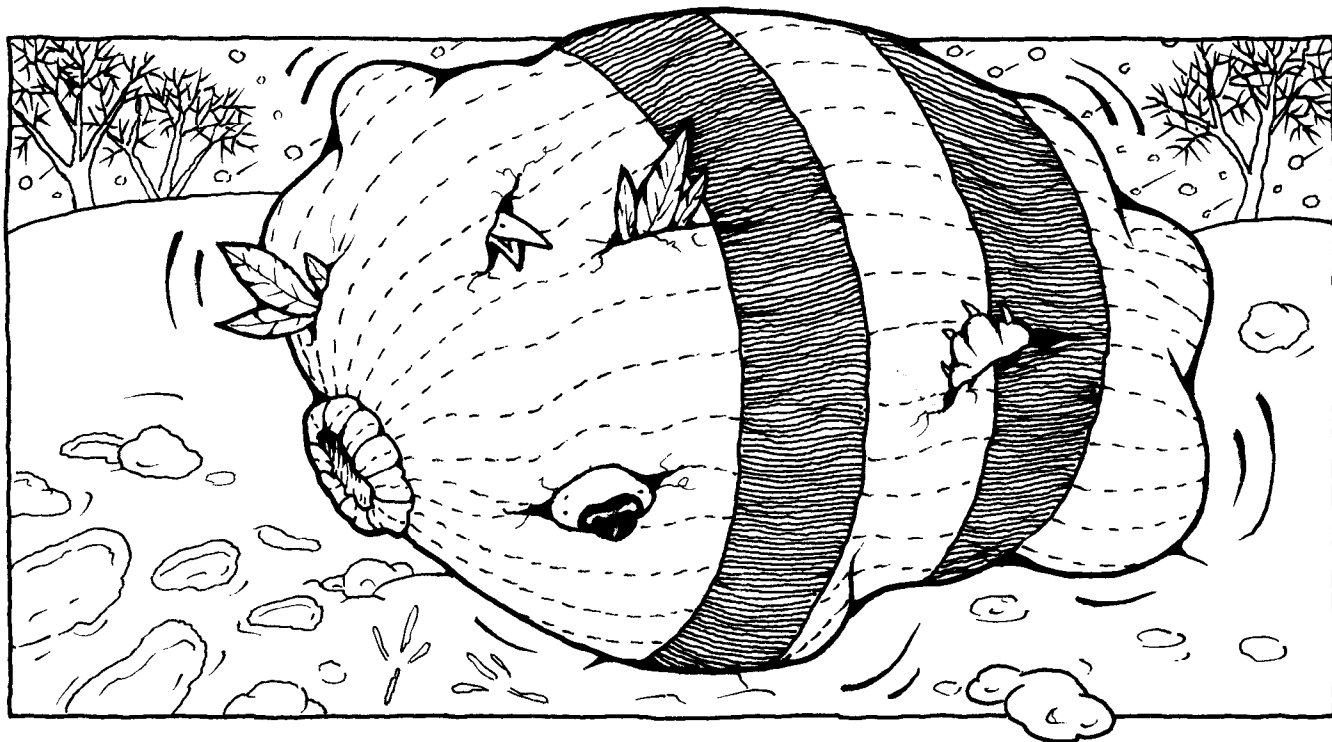
Squish, squash, squeeze.
Ah.

9

The ant was cold.
The ant got into the mitten.

10





Squish, squash, squeeze.

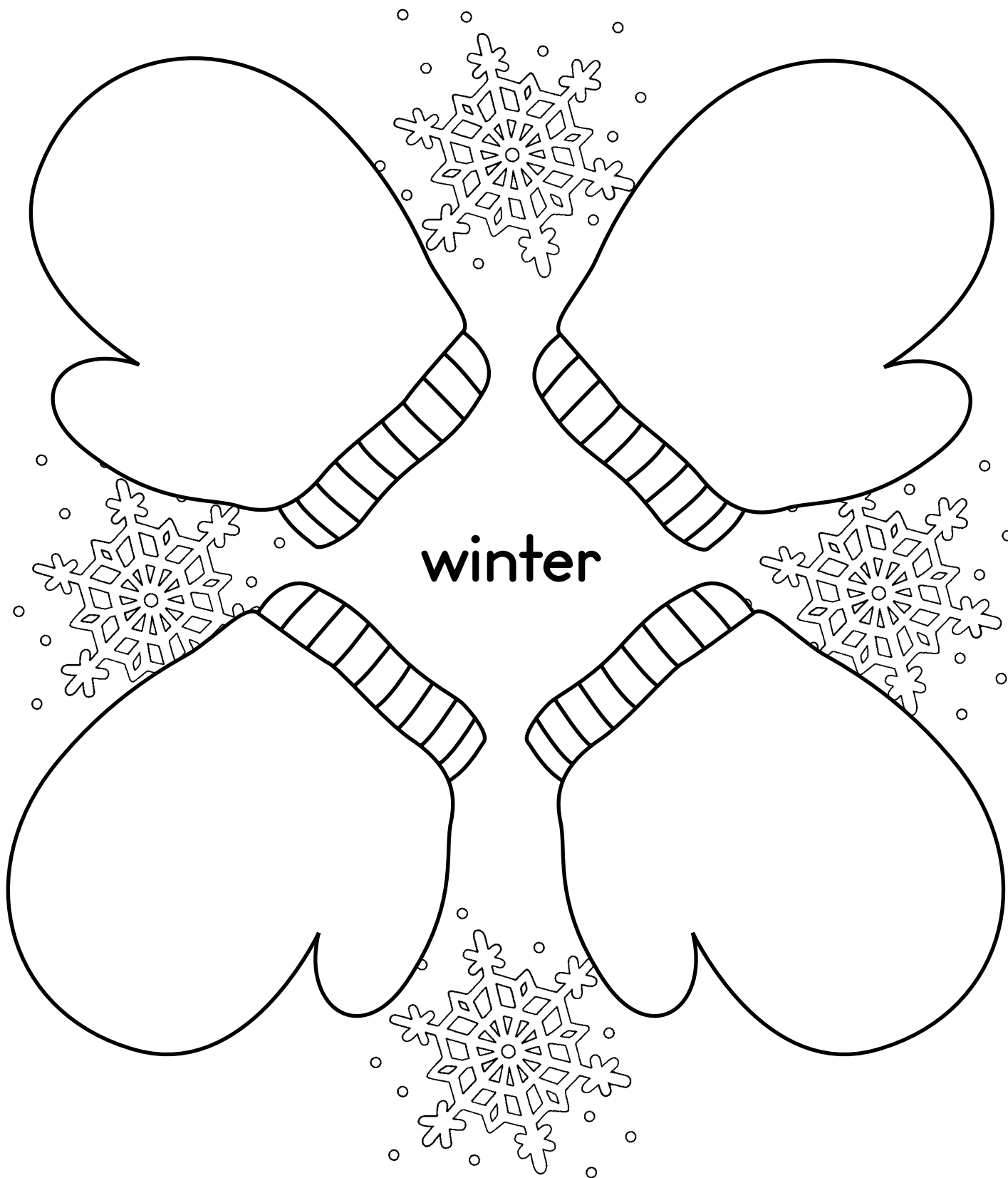
11

12

KABOOM!



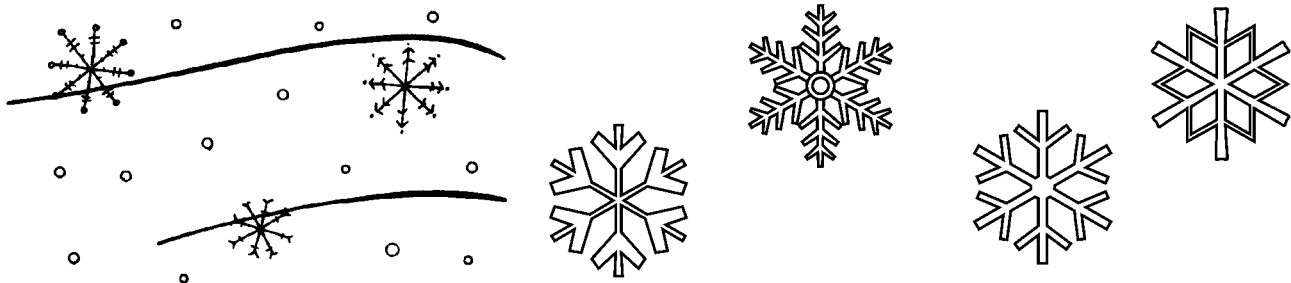
Name _____



Instructions: Read the word winter to students. Have them draw one thing they know related to winter in each of the four mittens.

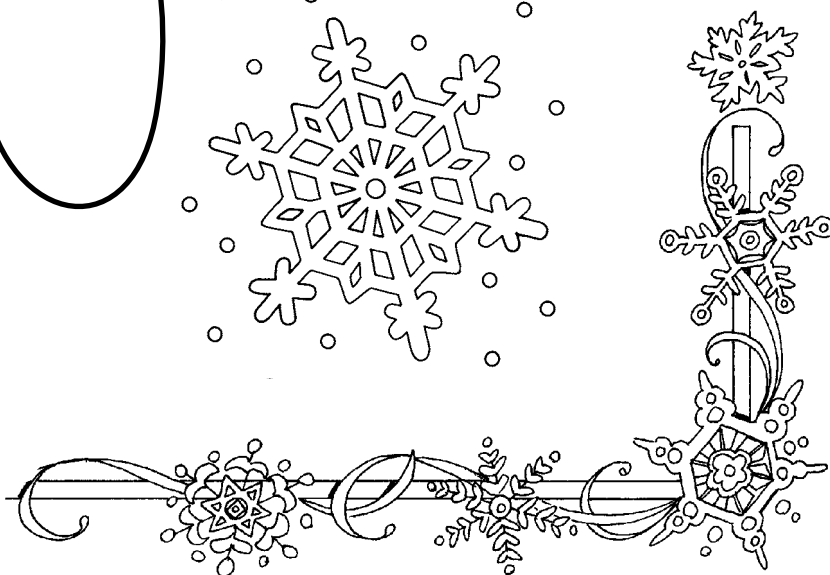
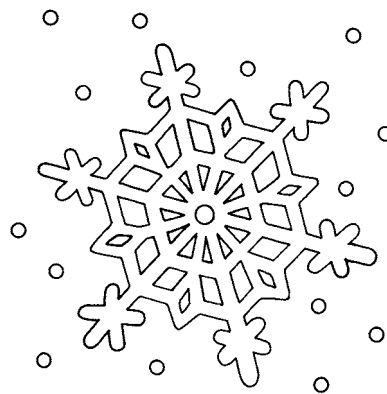
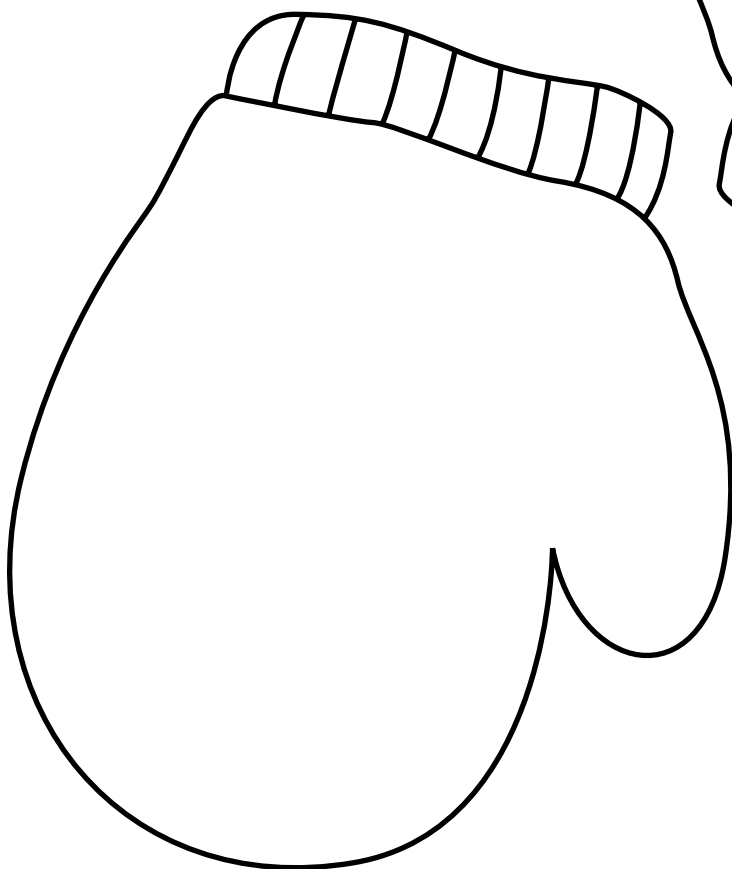
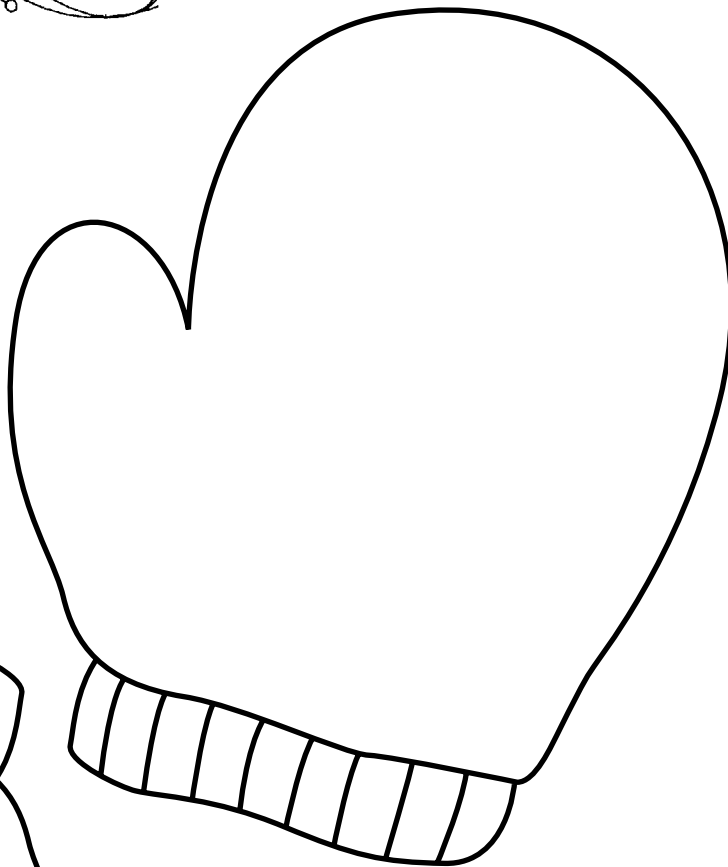
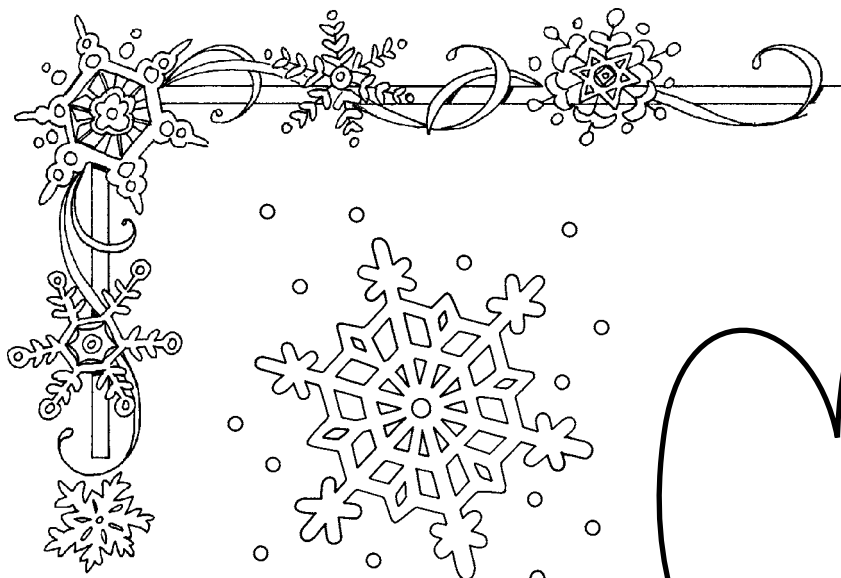
Name _____

Prediction	What Happened



Instructions: Have students draw a picture to show their prediction about what will happen in the story. After reading, have them draw a picture next to their prediction that shows what actually happened.

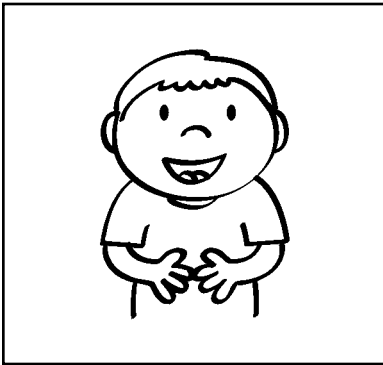
Name _____

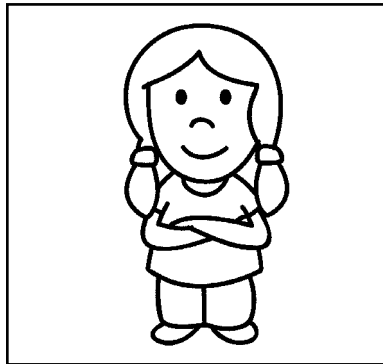


Instructions: Have students draw two nouns in the top mitten that name things from the story. Then have them draw two nouns in the bottom mitten that name other things they know.

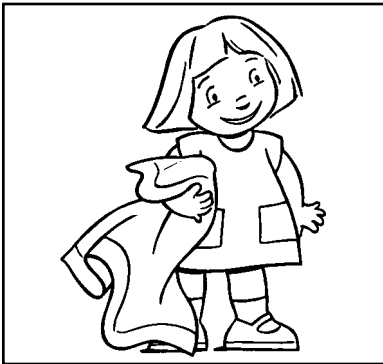
Name _____

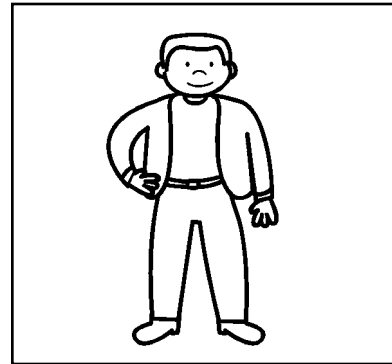
he she







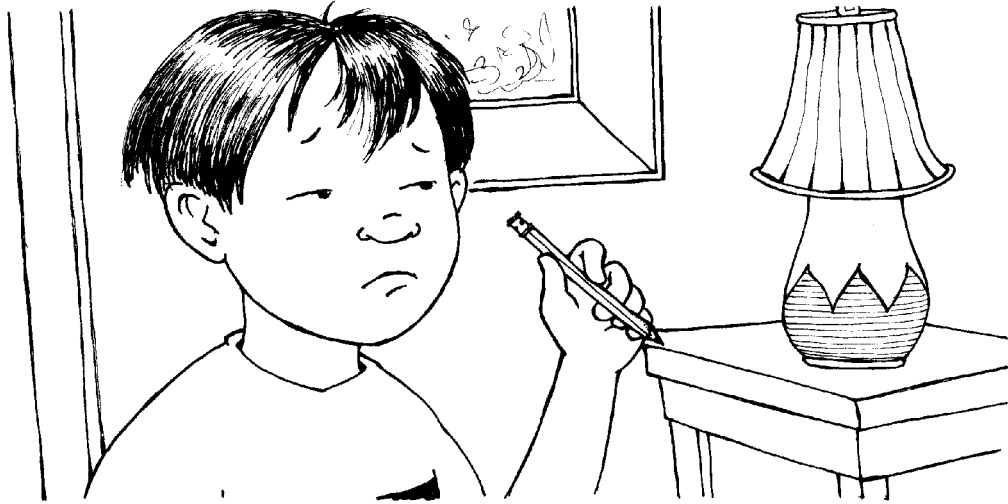




Instructions: Review each picture with students. Have them write the appropriate high-frequency word for each picture.

LEVELED READER • D

I Need an Eraser



Written by W. E. Strauss • Illustrated by Rebecca Thornburgh

www.readinga-z.com

I Need an Eraser

A Reading A-Z Level D Leveled Reader • Word Count: 71



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I Need an Eraser



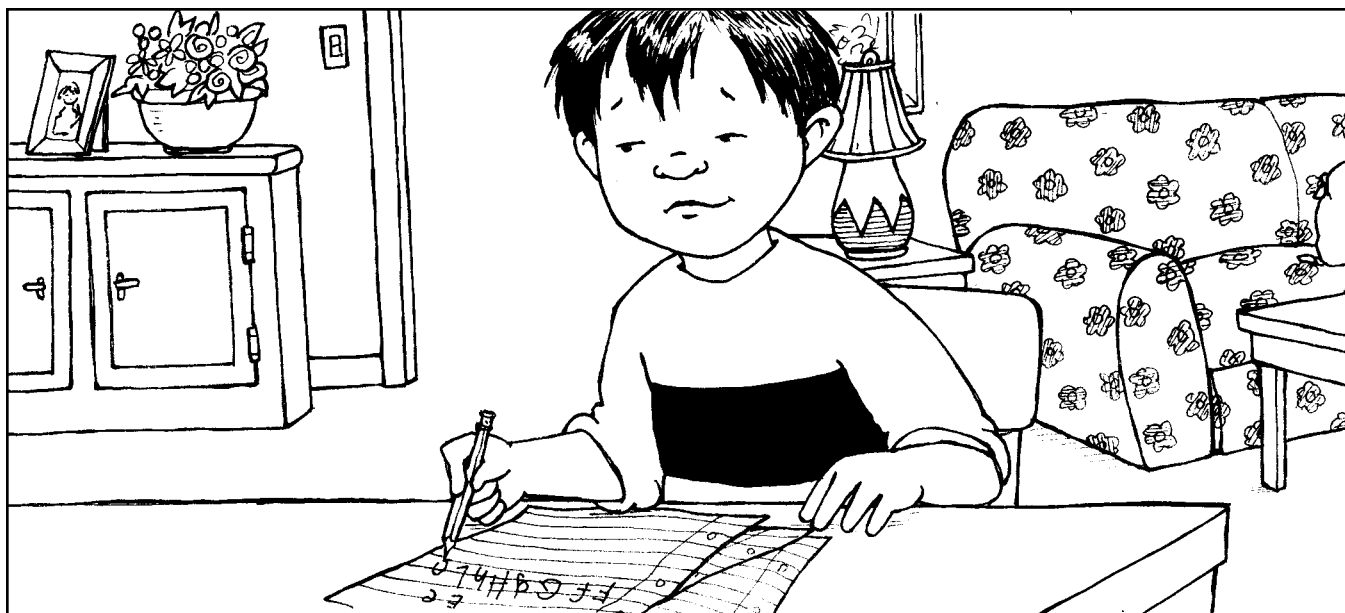
Written by W. E. Strauss
Illustrated by Rebecca Thornburgh

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4	DRA
5-6	Reading Recovery
D	Fountas & Pinnell

Correlation
LEVEL D

I Need an Eraser
Level D leveled Reader
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Illustrated by Rebecca Thornburgh
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I made a mistake.
I need an eraser.

3

I need an eraser.
This eraser is no good.

4



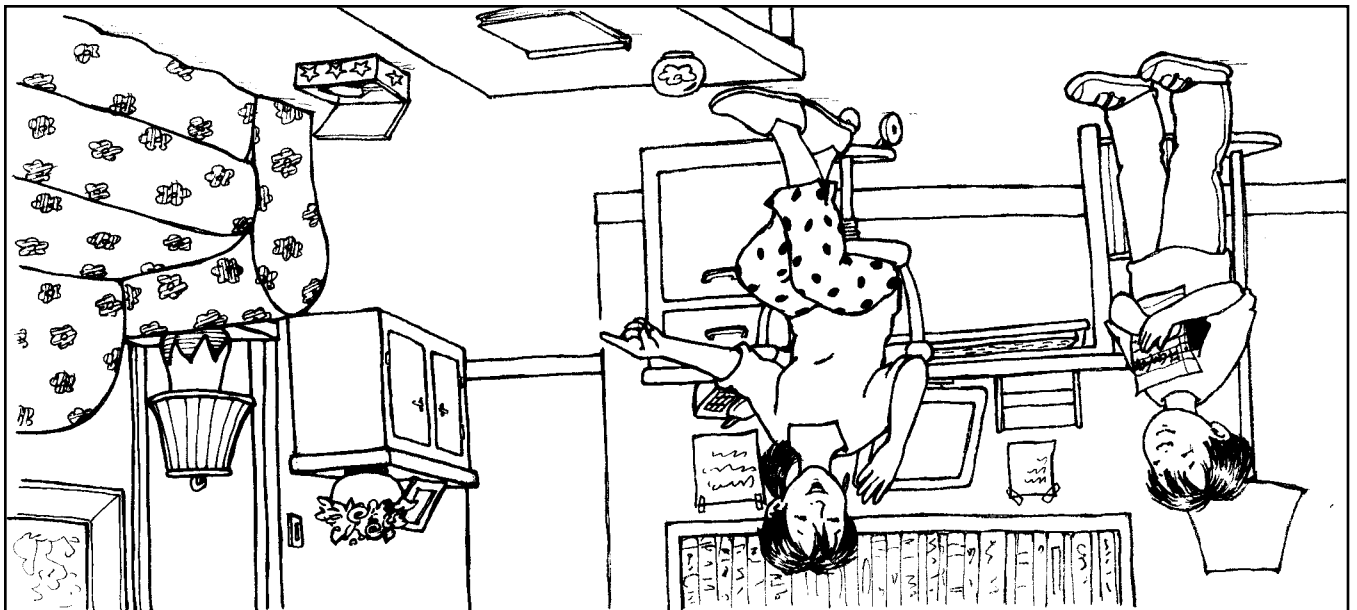


I made a mistake.
I need an eraser.

5

Look in your pencil box.
You might find one there.

9



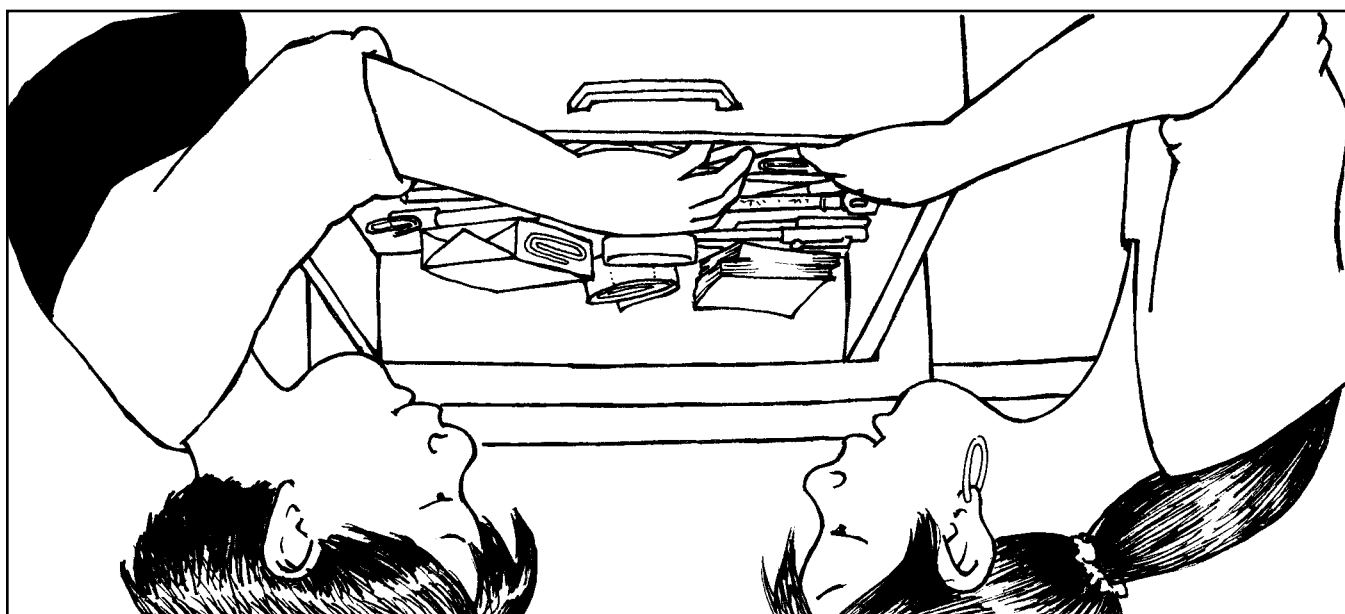


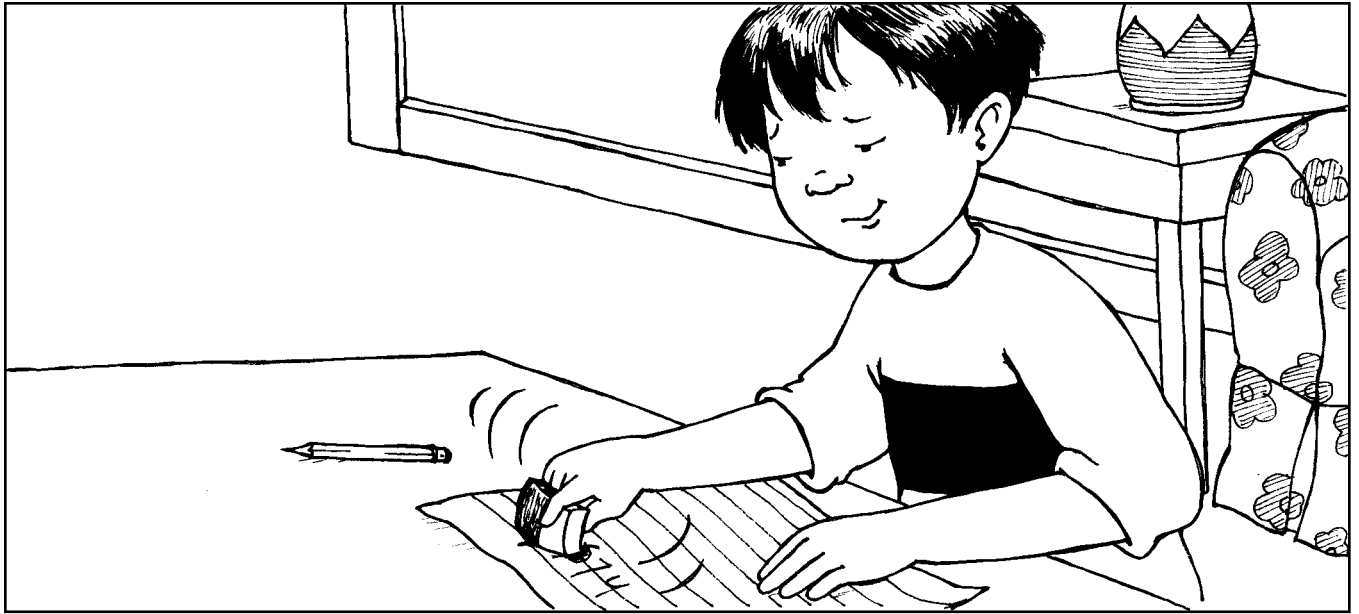
I still need an eraser.
This eraser is no good.

7

Look in my pencil drawer.
You might find one there.

8



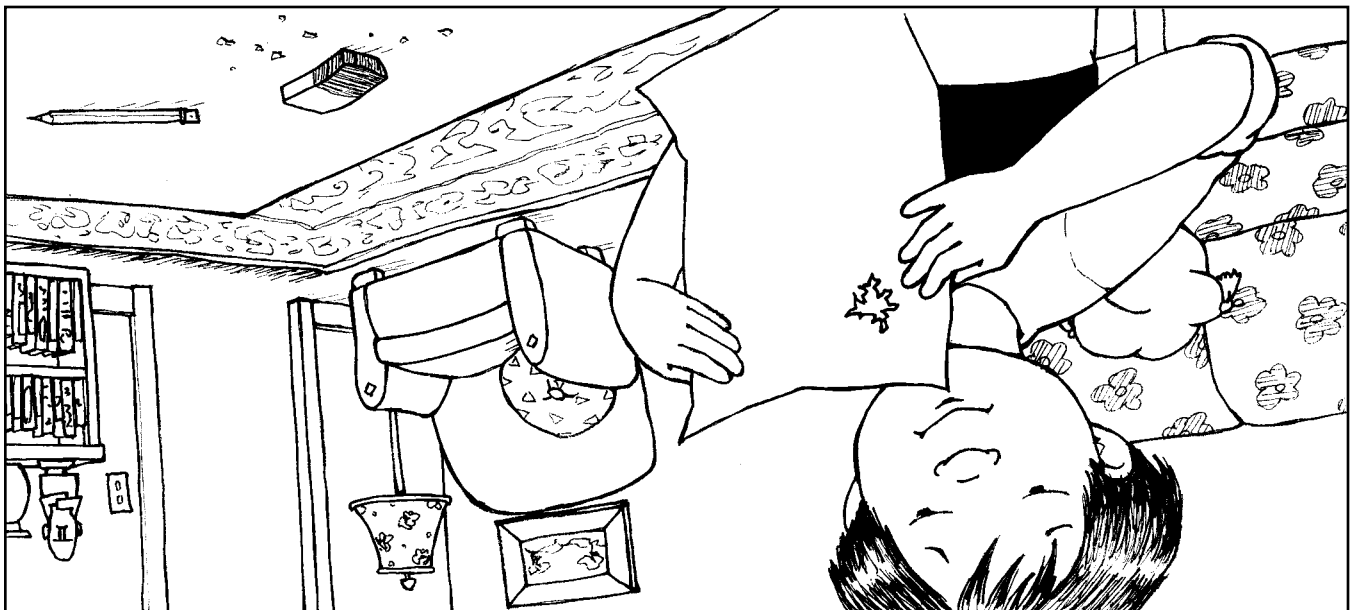


I found an eraser.
I fixed my mistake.

9

I made a mistake.
I need some tape.

10



Name _____

Solution

First Problem

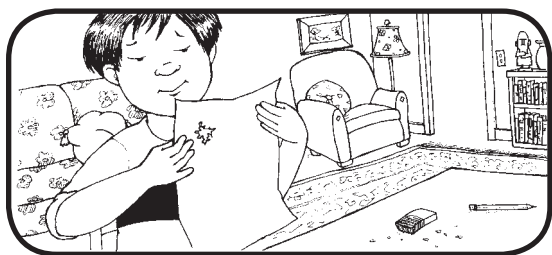


Large empty box for drawing the solution to the first problem.

I NEED AN ERASER • LEVEL D • 1

Possible Solution

Second Problem



Large empty box for drawing a possible solution to the second problem.

SKILL: PROBLEM AND SOLUTION

Instructions: Have students draw a picture that describes the solution in *I Need an Eraser* in the box labeled *Solution*. Then have them draw a picture to describe a possible solution to the second problem in the box labeled *Possible Solution*.

Name _____

i made a mistake.

look in your pencil box.

you might find one there.

this eraser is no good.

i need some tape.

Instructions: Have students write the first word of the sentence correctly on the lines below the sentence. Then have them write their own sentence on the last line using a capital letter at the beginning and a period at the end.

Name _____

my

your

This is _____ bike. (student)

This is _____ hat. (friend)

This is _____ book. (friend)

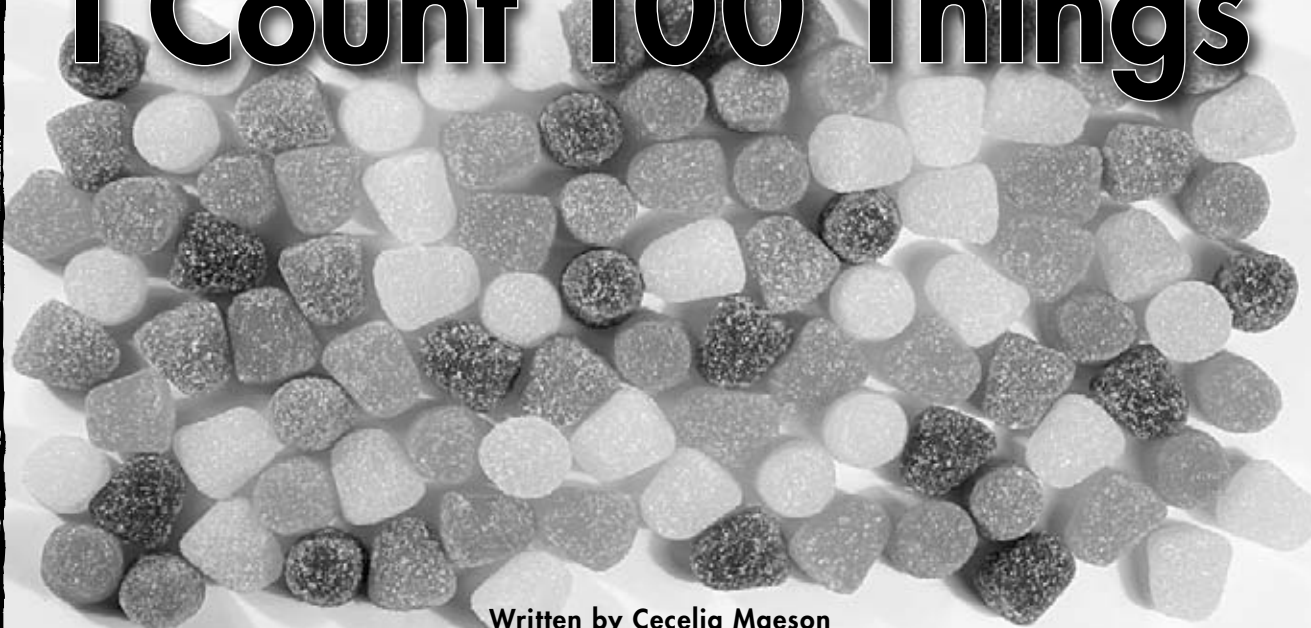
This is _____ toy. (student)

This is _____ pencil. (friend)

Instructions: Read each sentence to students, pointing out whether the object belongs to the student or to a friend. Then have them write the word *my* or *your* in the blank in each sentence. When finished, have them write one sentence using the word *my* and one sentence using the word *your* at the bottom of the page.

LEVELED READER • D

I Count 100 Things

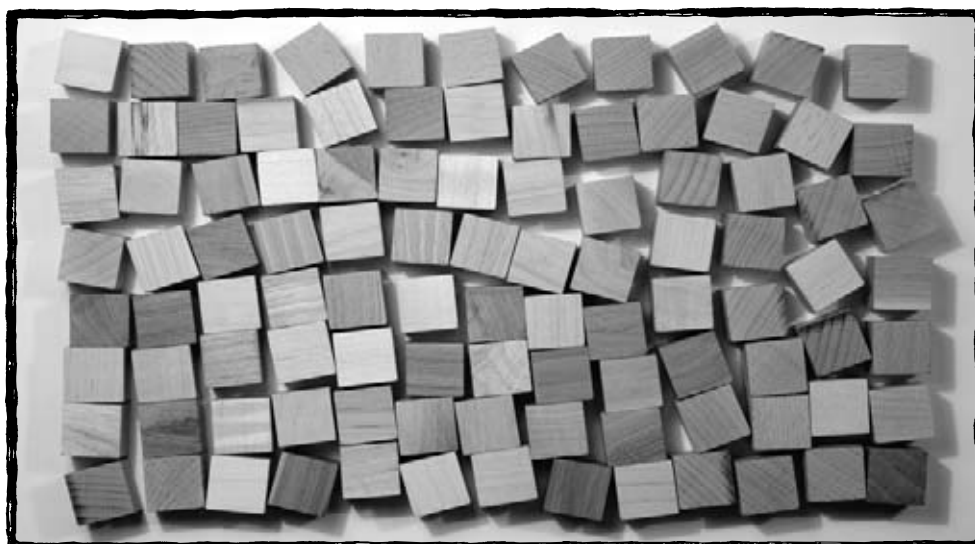


Written by Cecelia Maeson

www.readinga-z.com

I Count 100 Things

A Reading A-Z Level D Leveled Reader • Word Count: 65



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I Count 100 Things



Written by Cecelia Maeson

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Correlation	
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4

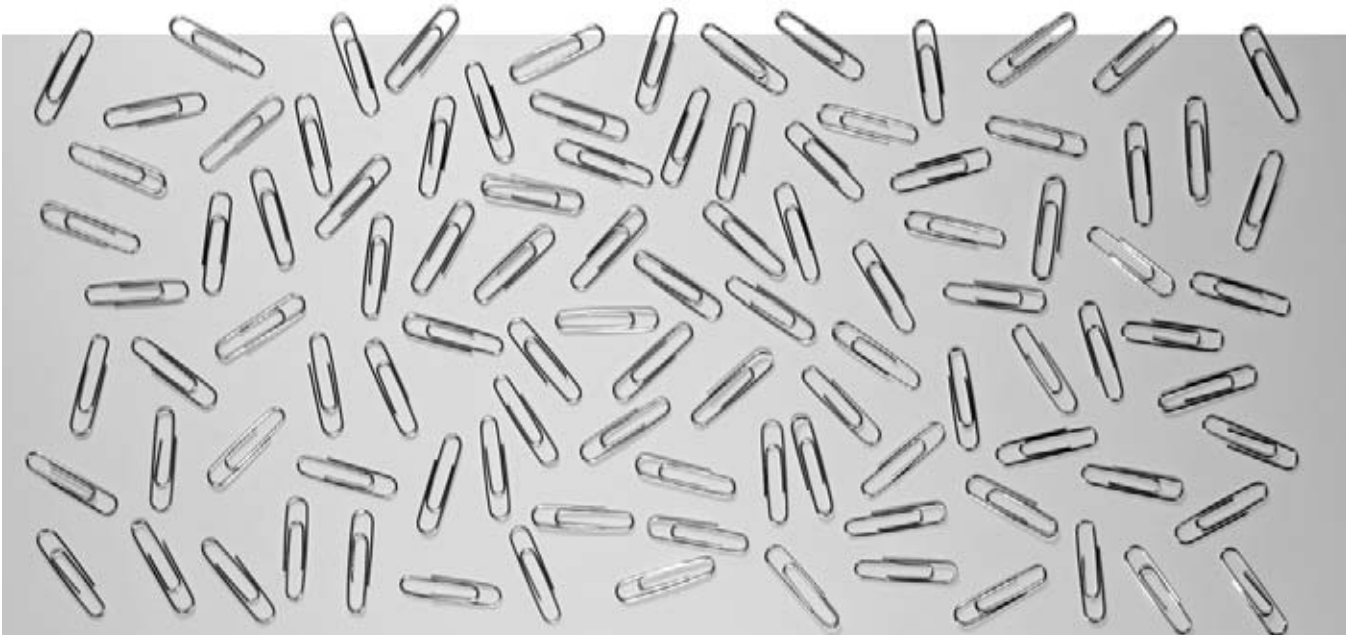


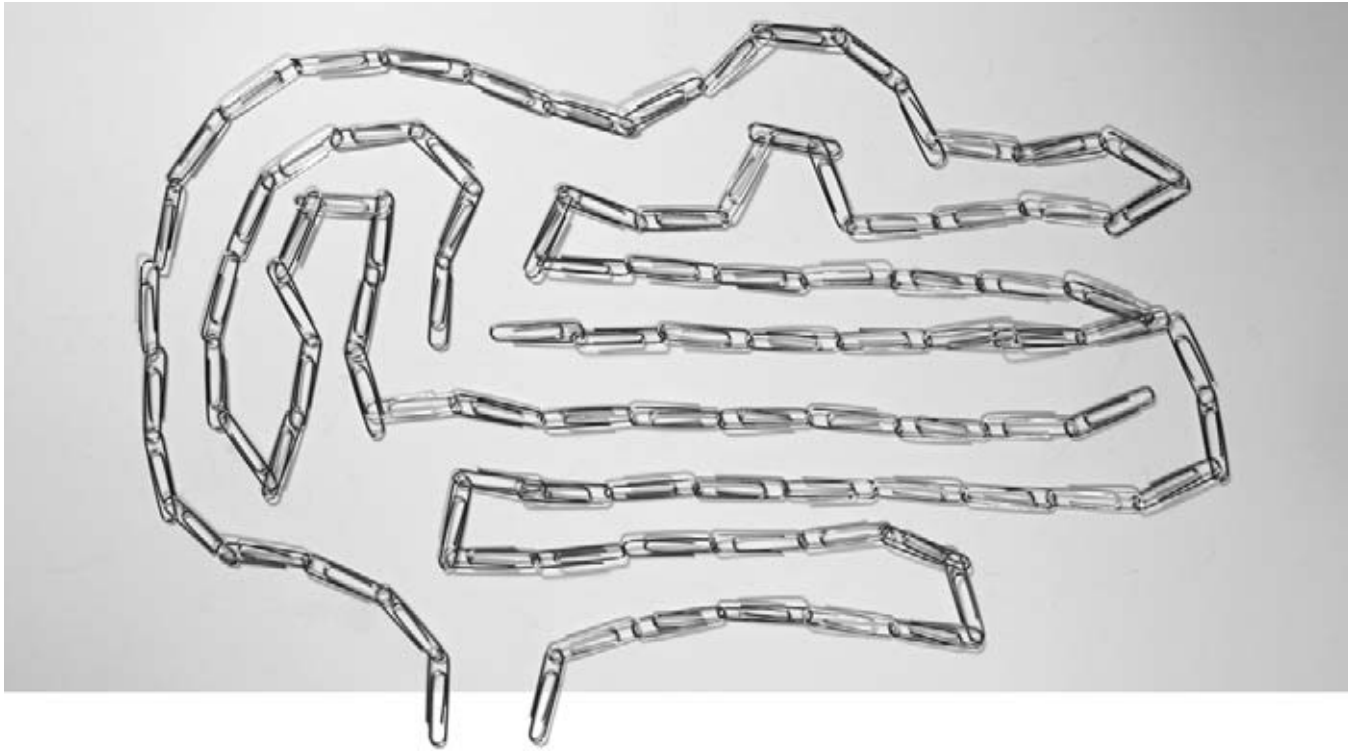
Look at all these things!

3

I count 100 paper clips.
What can I make?

4



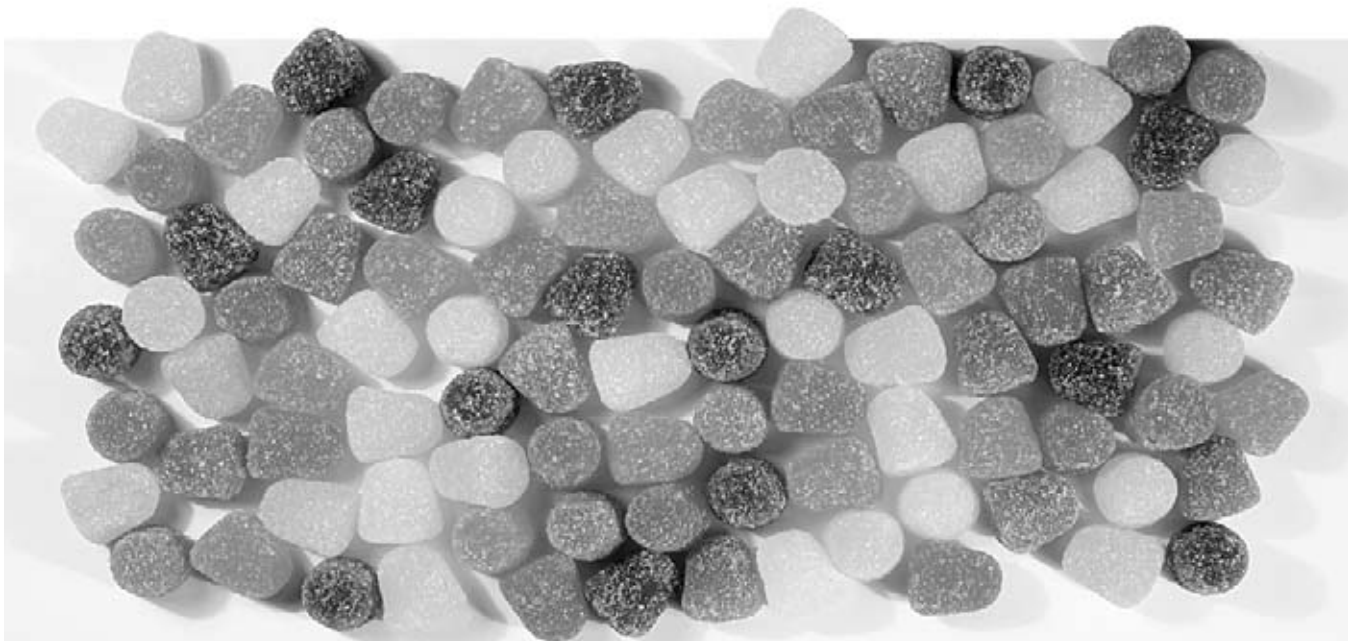


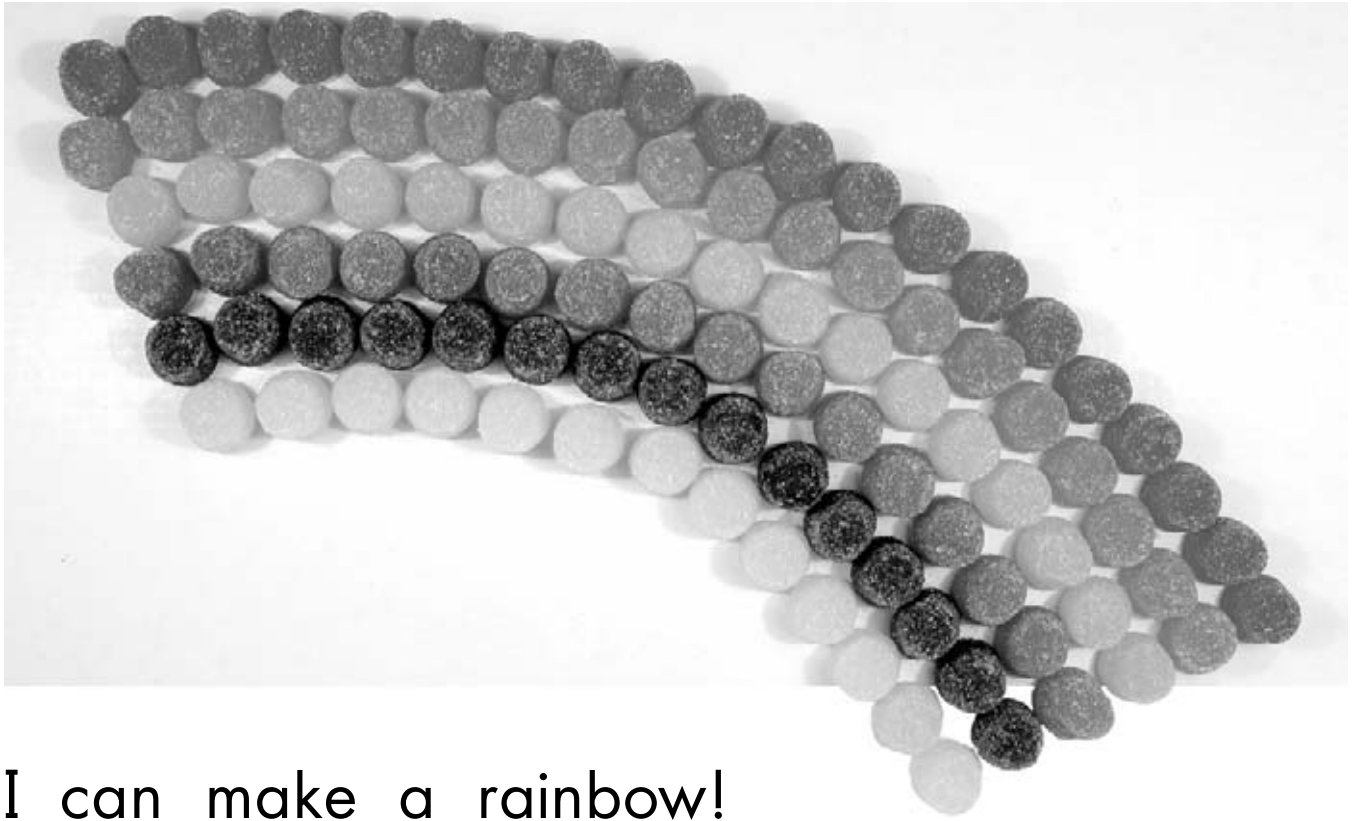
I can make a maze!

5

I count 100 gumdrops.
What can I make?

9





I can make a rainbow!

7

I count 100 marshmallows.
What can I make?

8



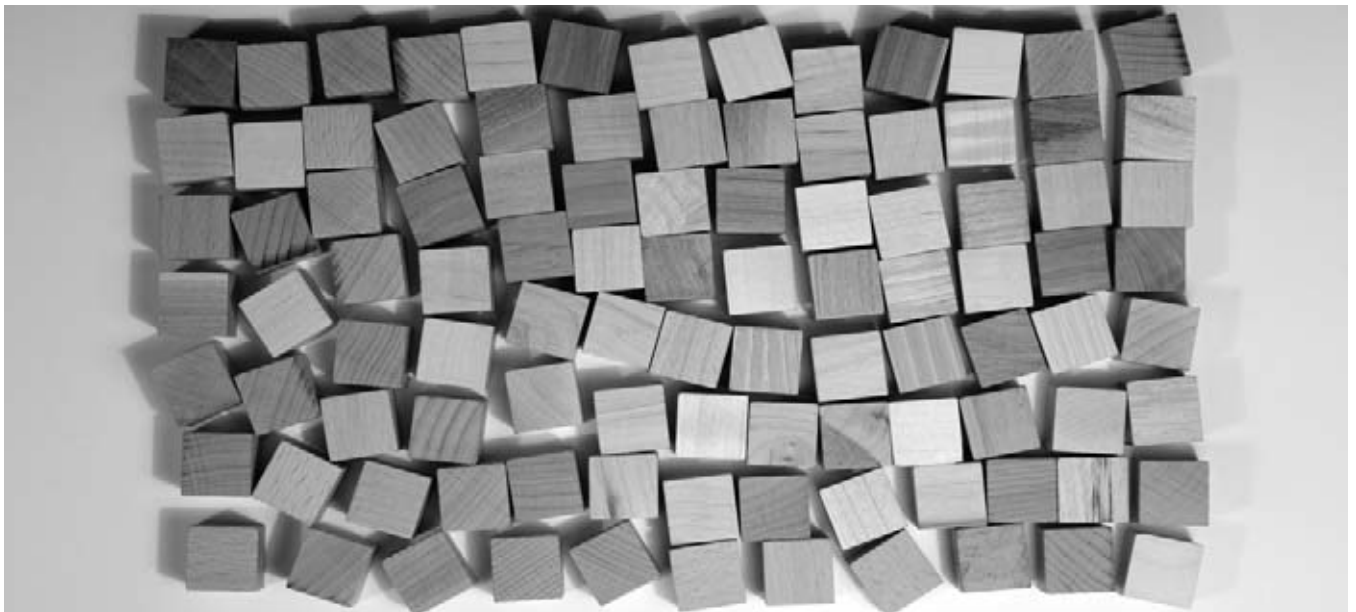


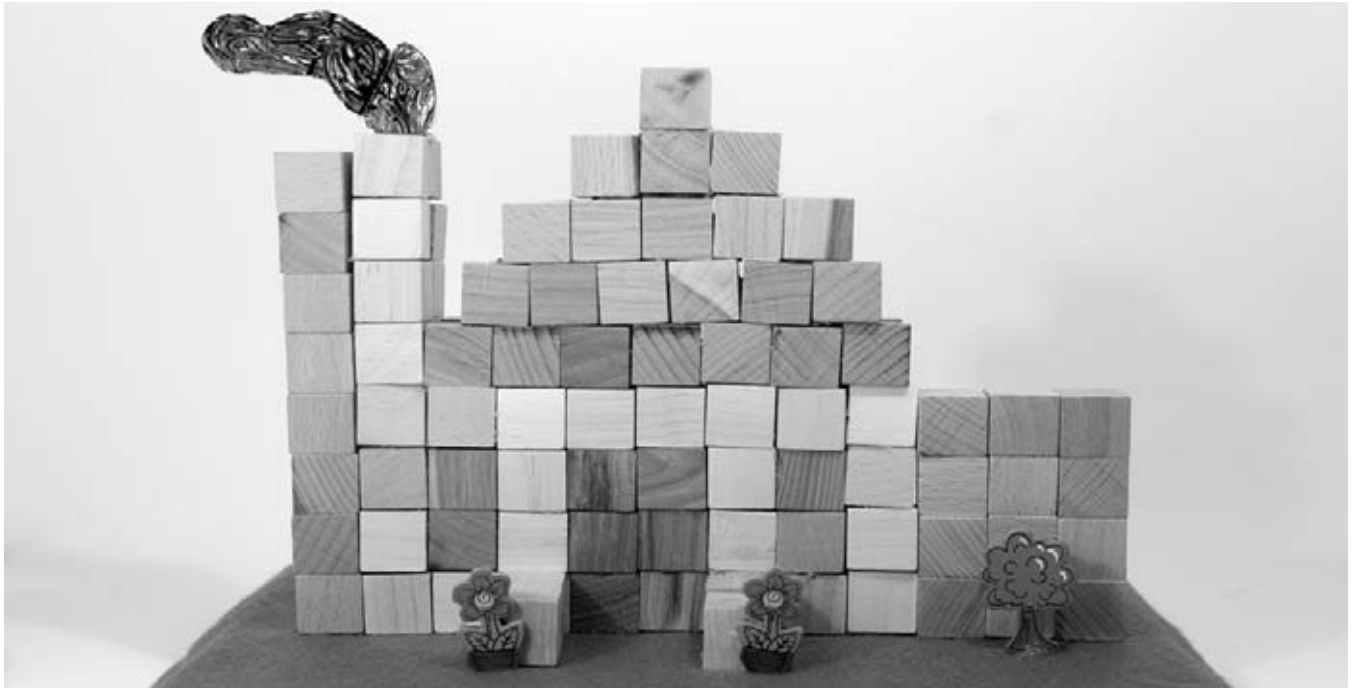
I can make an igloo!

9

I count 100 blocks.
What can I make?

10





I can make a house!

11

What can you make
with 100 things?

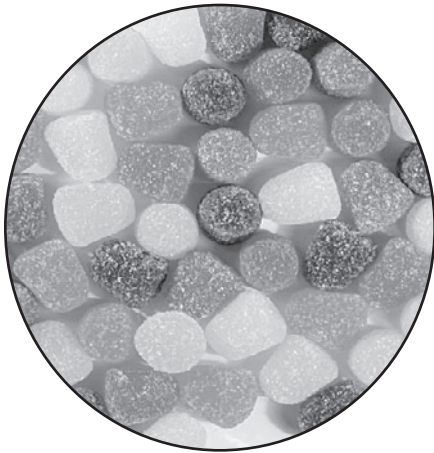
12



Name _____

Main Idea

What I Make with 100 Things



Detail

Detail

Detail

I COUNT 100 THINGS • LEVEL D • 1

SKILL: MAIN IDEA AND DETAILS

Instructions: Read the main idea aloud to students. Then have them draw three pictures that support the main idea.

Name _____



t

f

m

c

w

b

a k e



I COUNT 100 THINGS • LEVEL D • 2

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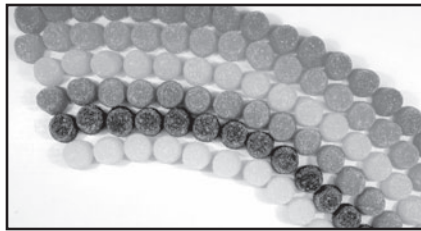
SKILL: RHYMING PATTERNS

Instructions: Have students cut apart the letter cards. Have them use the cards to make rhyming words on the workmat. Then have them write four rhyming words on the lines.

Name _____



Look at all these things ☐



I can make a rainbow ☐

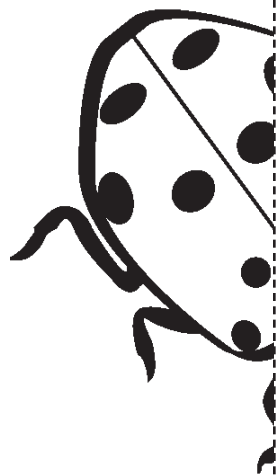


I can make a house ☐

☐

Instructions: Read each sentence aloud to students. Have them write an exclamation point in each sentence and read it aloud with expression. Then have students write a sentence at the bottom of the page using the phrase *I can make*. Invite them to draw a picture on the back of the worksheet about their sentence.

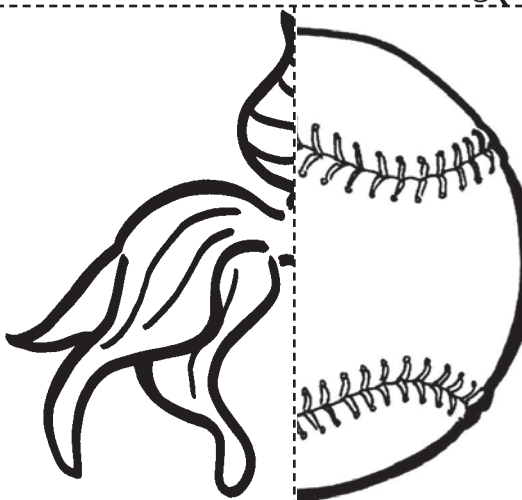
Name _____



lady

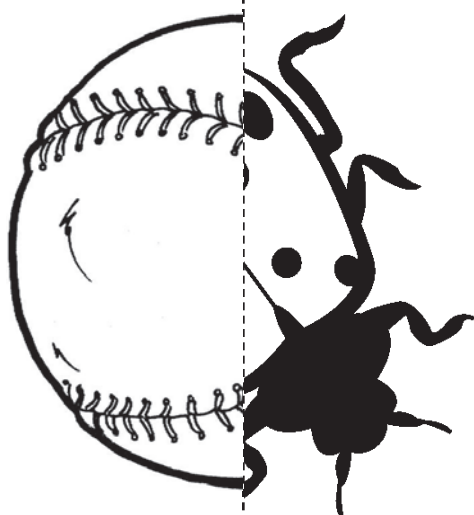


butter



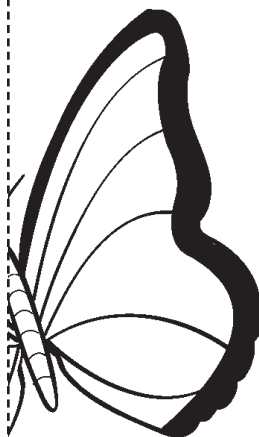
gold

ball

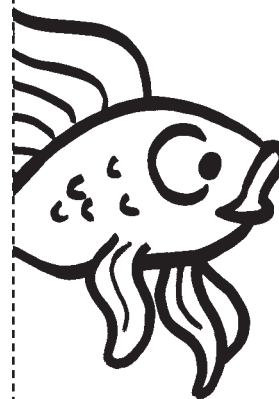


base

bug



fly



fish

Instructions: Have students cut out the puzzle cards. Have them identify two pieces that create a compound word. Then have them glue the matching pieces to a separate piece of paper.

LEVELED READER • D

Polly Gets Out



Written by Pam Bull • Illustrated by Chris Baldwin

www.readinga-z.com

Polly Gets Out

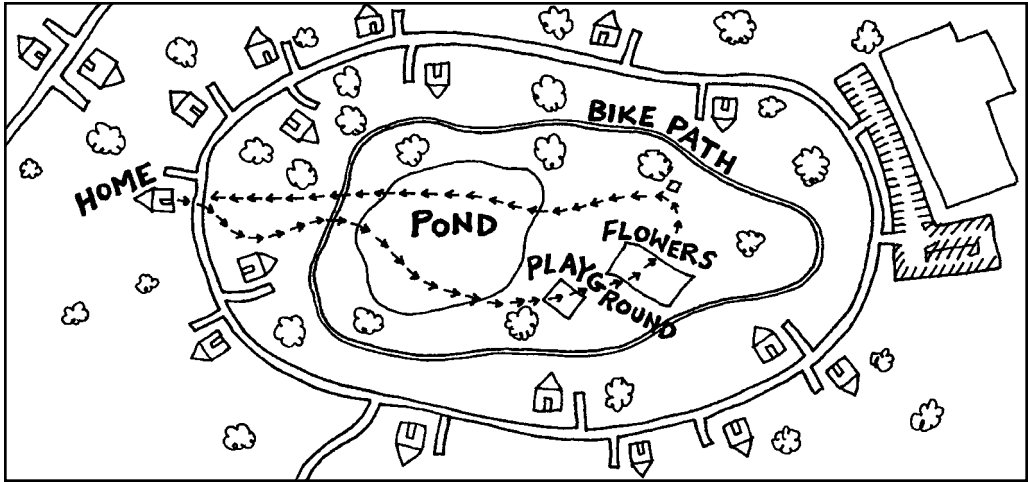
A Reading A-Z Level D Leveled Reader • Word Count: 90



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Polly Gets Out

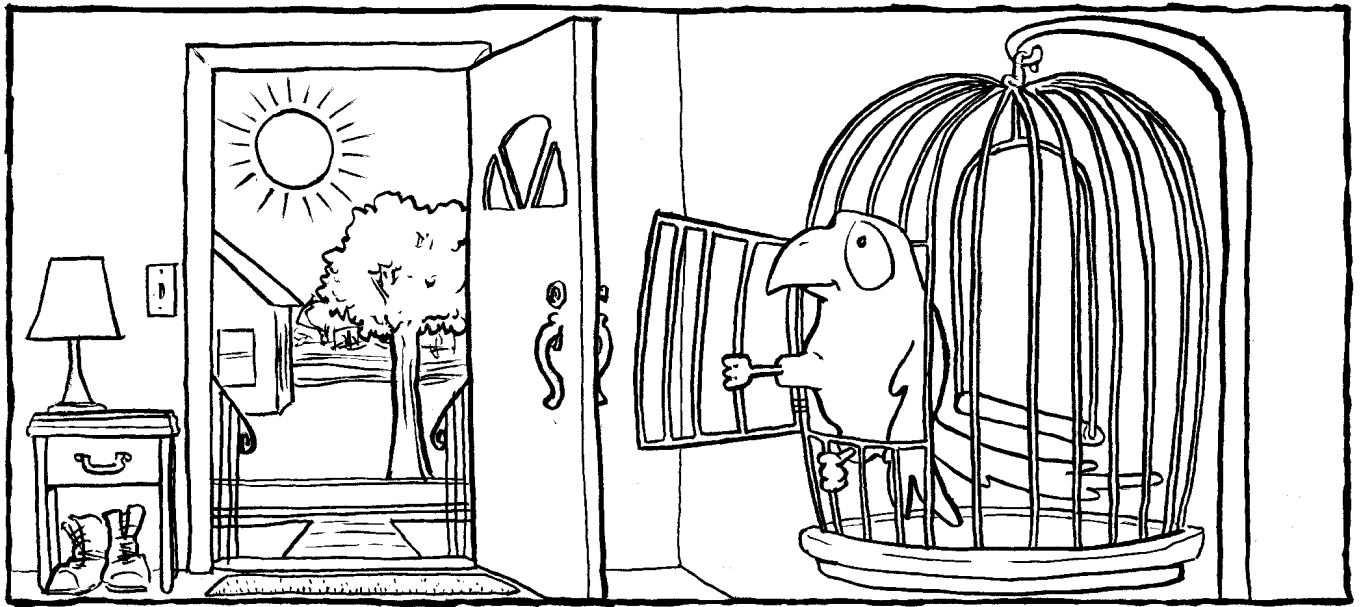


Written by Pam Bull
Illustrated by Chris Baldwin
www.readinga-z.com

4	DRA
5-6	Reading Recovery
D	Fountas & Pinnell

LEVEL D
Correlation

Polly Gets Out
Level D Leveled Reader
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Written by Pam Bull
Illustrated by Chris Baldwin
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Polly got out of her cage.
She flew out the door.

3

Polly flew over the trees.
She saw some houses.

4



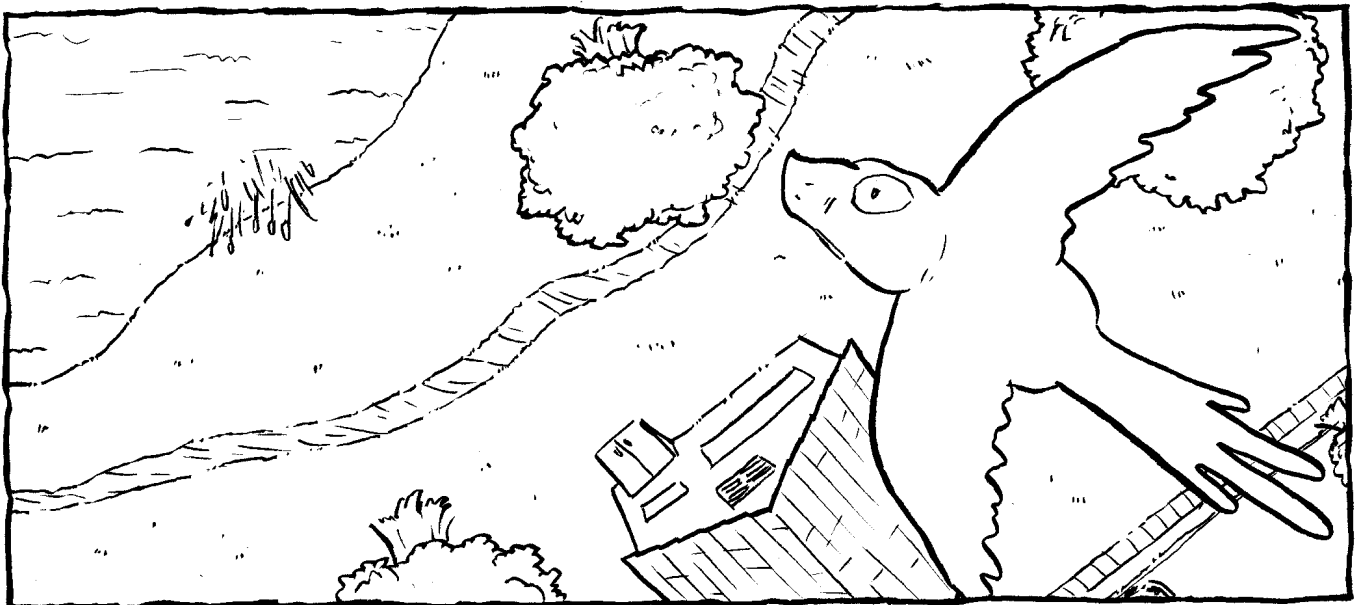


Polly flew over the houses.
She saw a path.

5

Polly flew over the path.
She saw a pond.

6



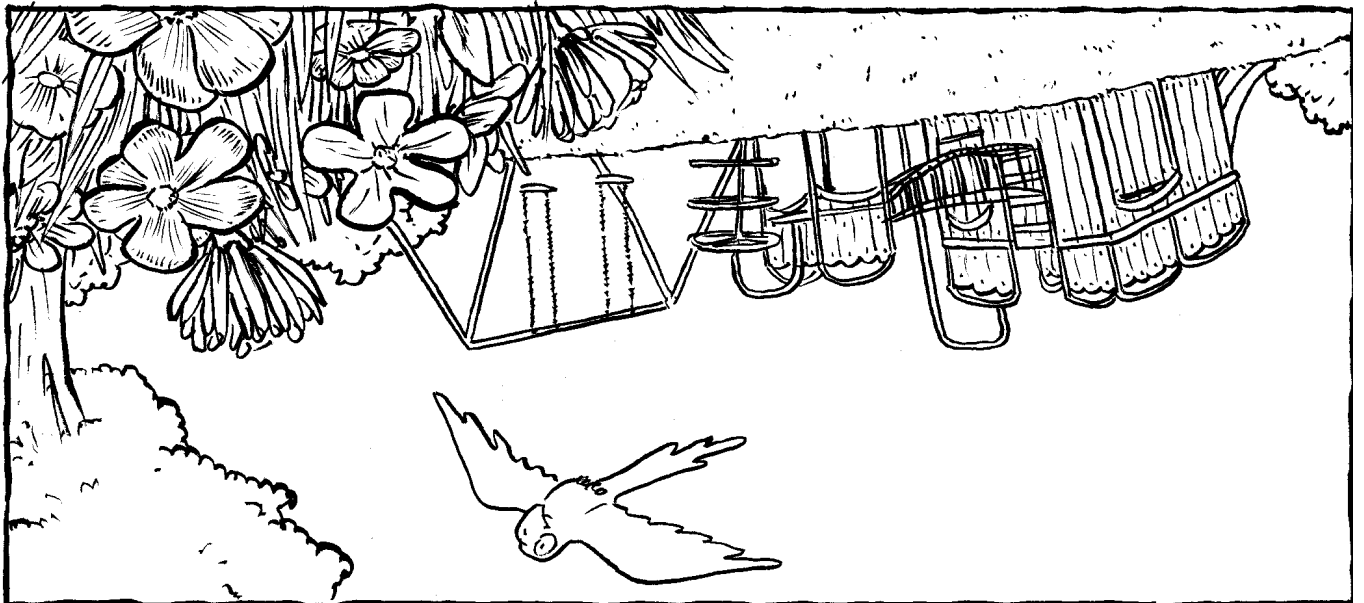


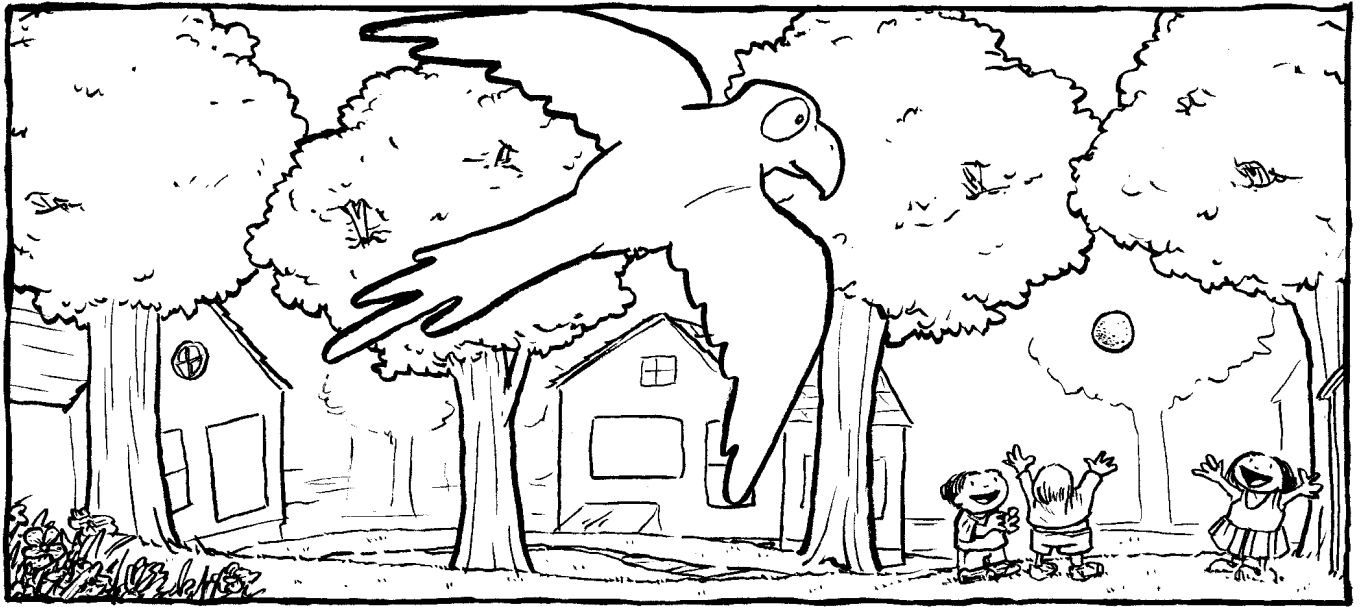
Polly flew over the pond.
She saw a playground.

7

Polly flew over the playground.
She saw some flowers.

8



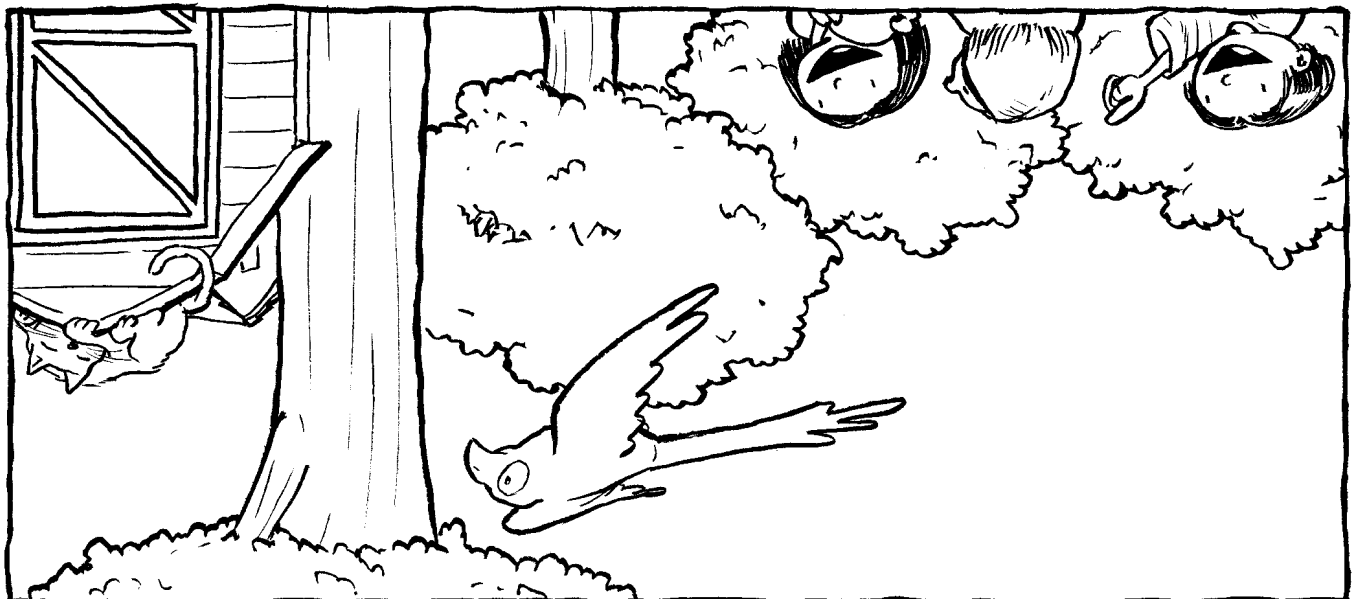


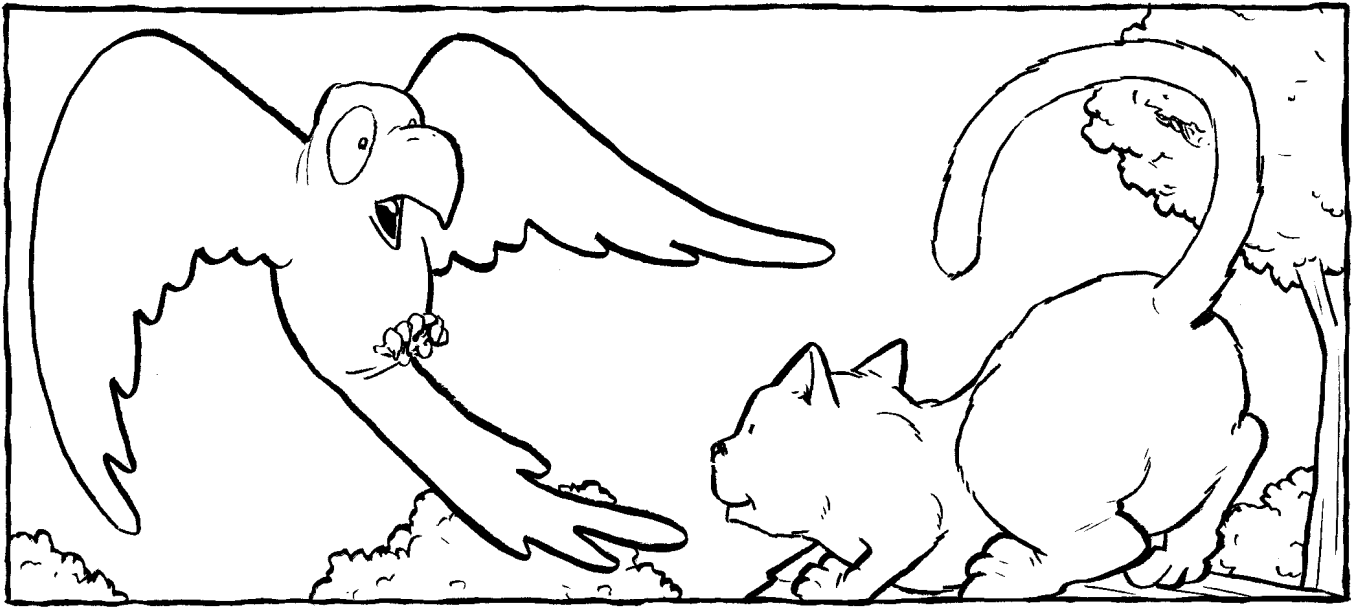
Polly flew over the flowers.
She saw some children.

9

Polly flew over the children.
She saw a cat.

10



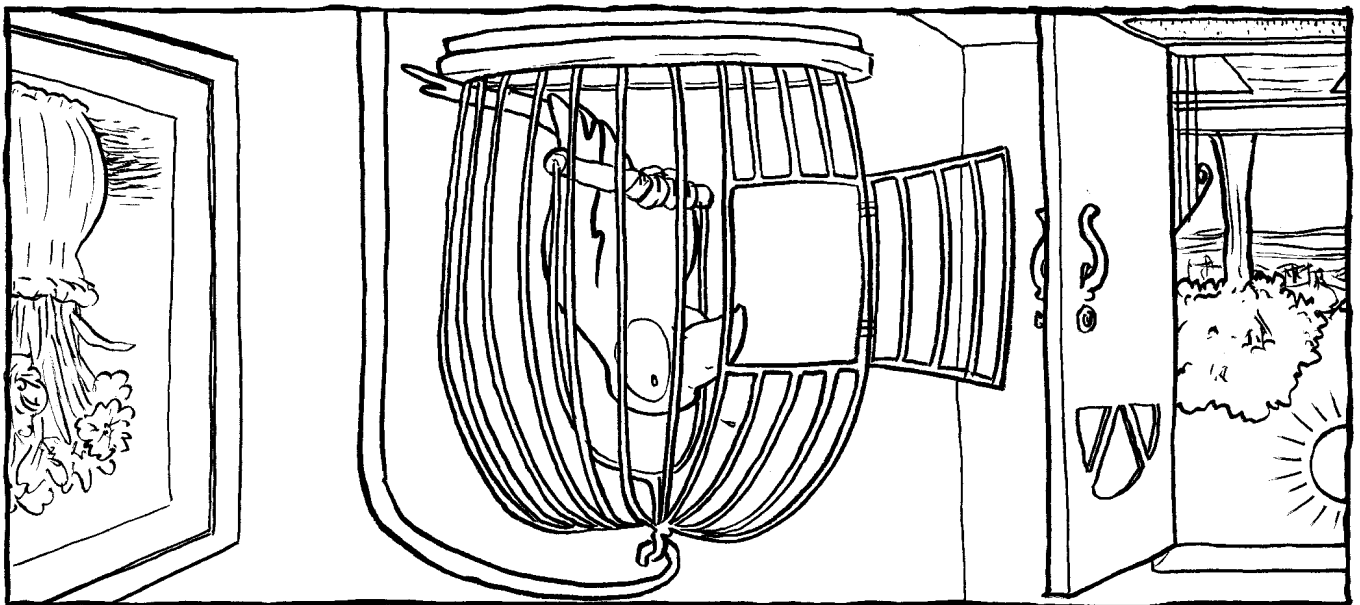


"Squawk," said Polly.
Polly flew back home.

11

Polly flew into her cage.
Pheew! Polly was safe.

12



Name _____

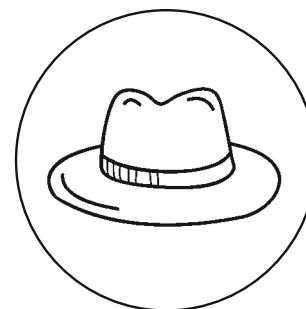
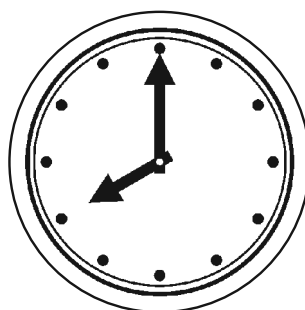
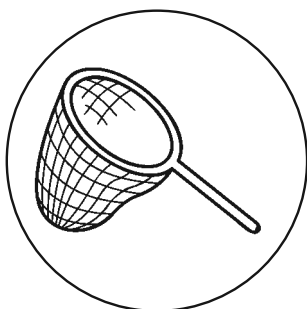
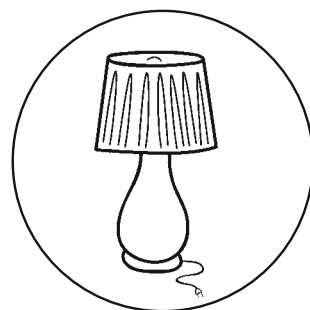
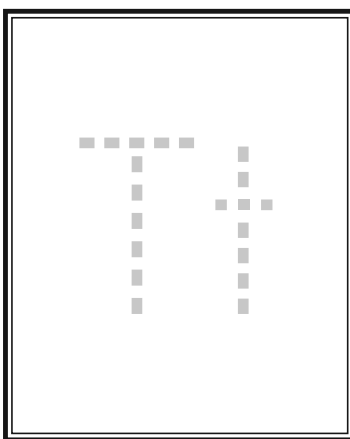
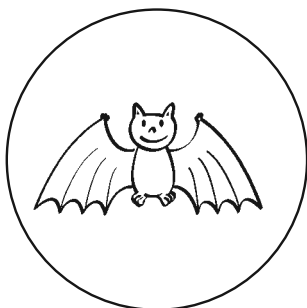
Prediction 1 Draw:	Prediction 2 Draw:
Prediction 3 Draw:	Prediction 4 Draw:

POLLY GETS OUT • LEVEL D • 1

SKILL: PREDICTION

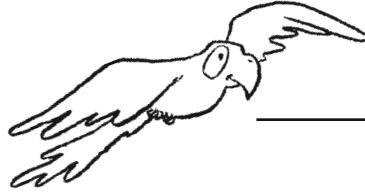
INSTRUCTIONS: Have students draw and label their predictions in the boxes provided. Have them write a check mark in the corner of the box if their prediction was confirmed.

Name _____



INSTRUCTIONS: Have students trace the letter *Tt* while saying the /t/ sound aloud. Then identify each picture with students. Have them draw a line from the pictures whose name ends with the /t/ sound to the letter *Tt*.

Name _____



1. Polly saw a cat. He She

2. The man saw Polly. He She

3. The girl saw Polly. He She

4. The woman saw Polly. He She

5. The boy saw Polly. He She



INSTRUCTIONS: Read each sentence with students. Identify the underlined word(s) in each sentence. Have them circle the pronoun that takes the place of the underlined word(s).

Frog Is Hungry

A Reading A-Z Level D Leveled Reader

Word Count: 77

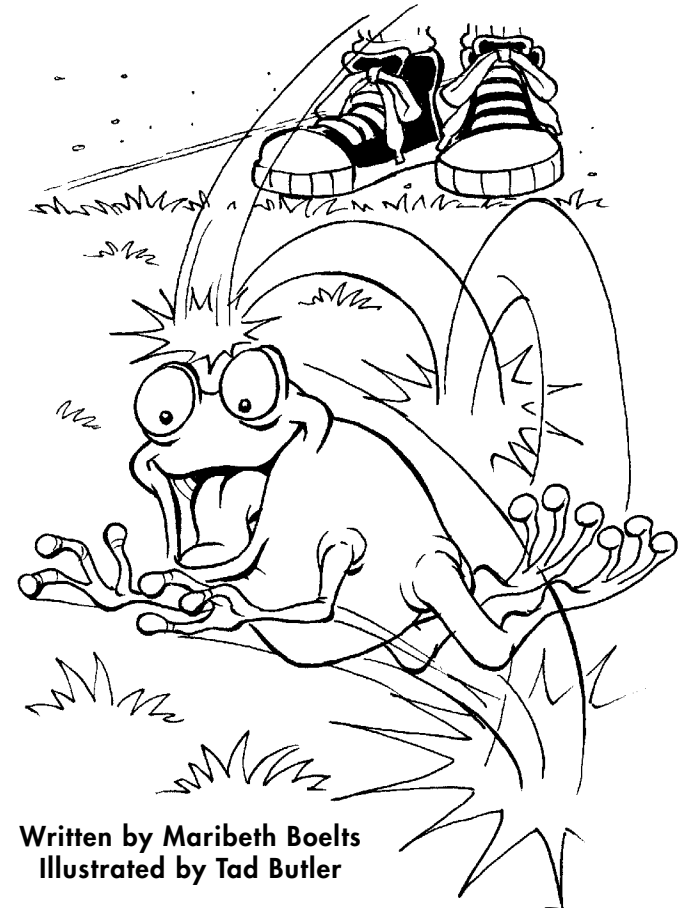


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LEVELED READER • D

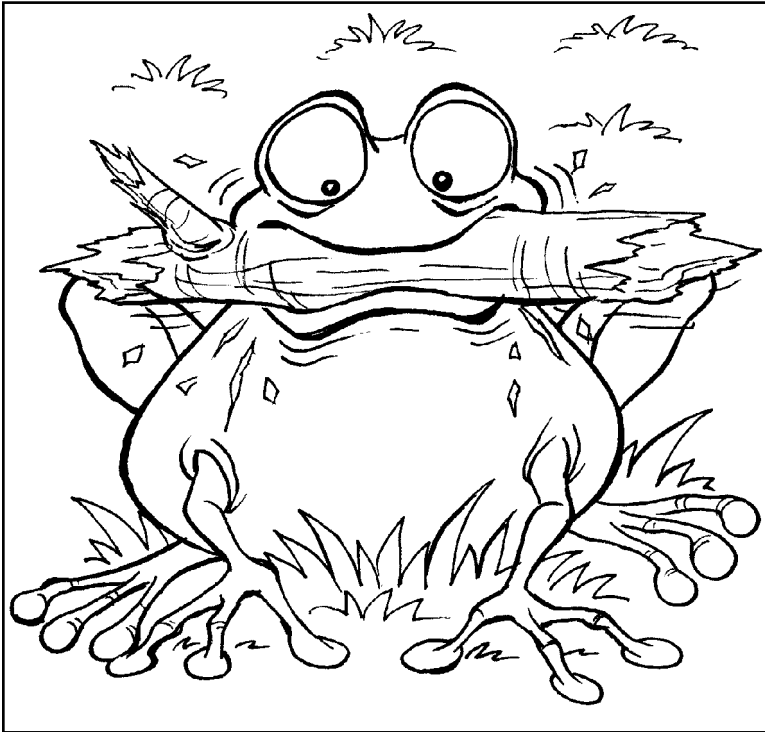
Frog Is Hungry



Written by Maribeth Boelts
Illustrated by Tad Butler

www.readinga-z.com

Frog Is Hungry



Written by Maribeth Boelts
Illustrated by Tad Butler

www.readinga-z.com

Frog Is Hungry
Level D Leveled Reader
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Illustrated by Tad Butler

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Correlation

LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



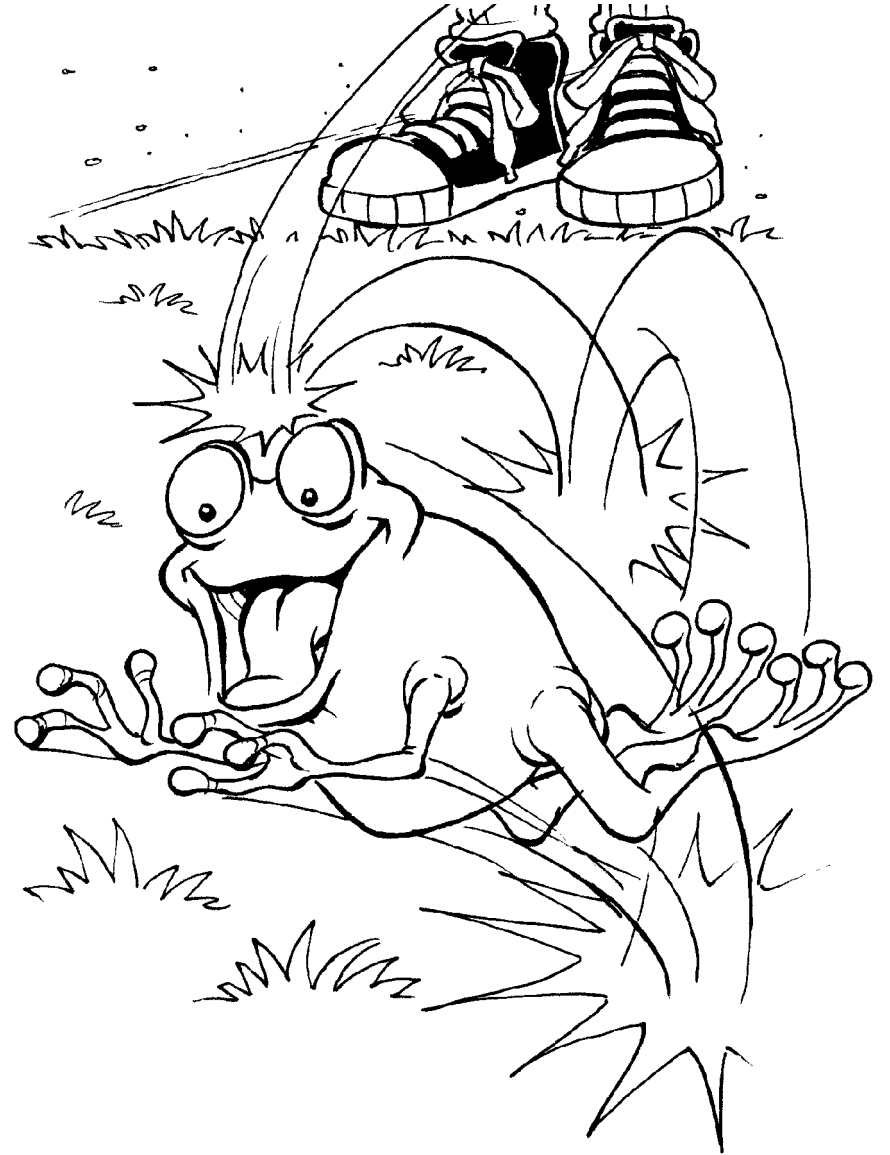
Frog lives in a tank.
A boy feeds him
frog food.



"I love frog food!"
says Frog.



The boy takes Frog
outside.



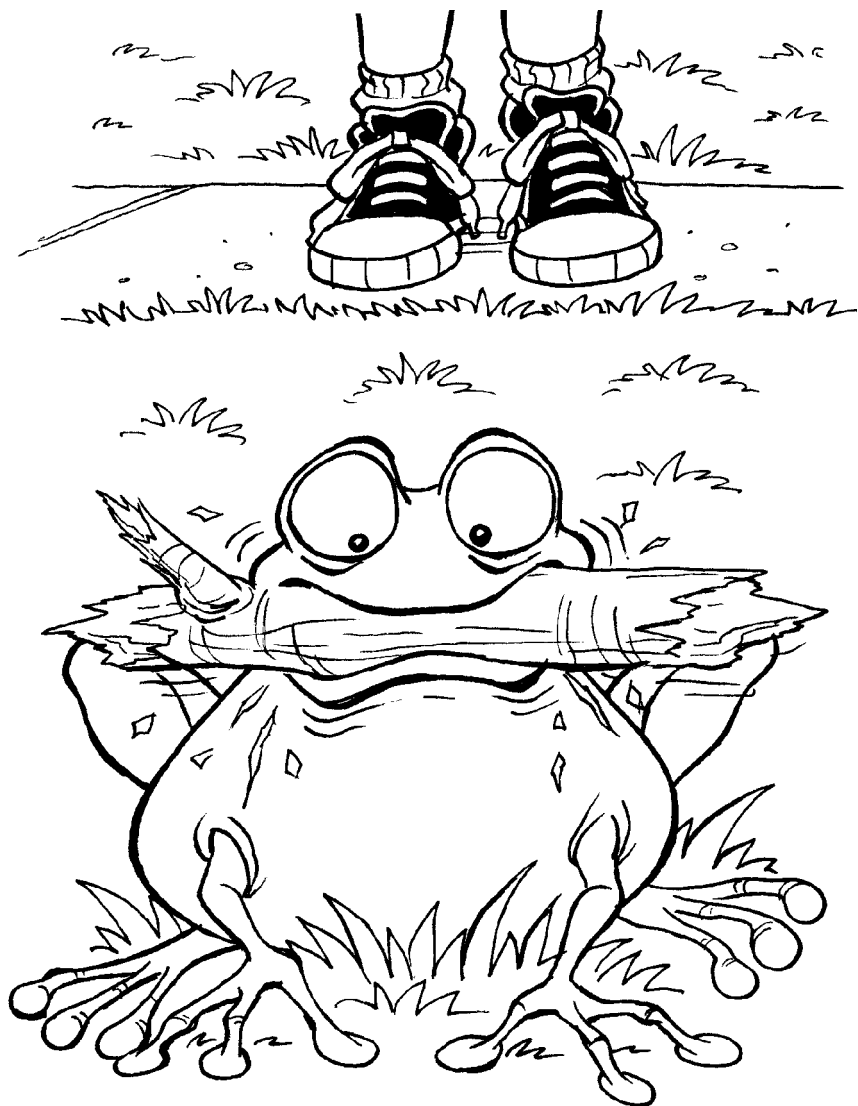
Frog hops away.
Hop. Hop. Hop.



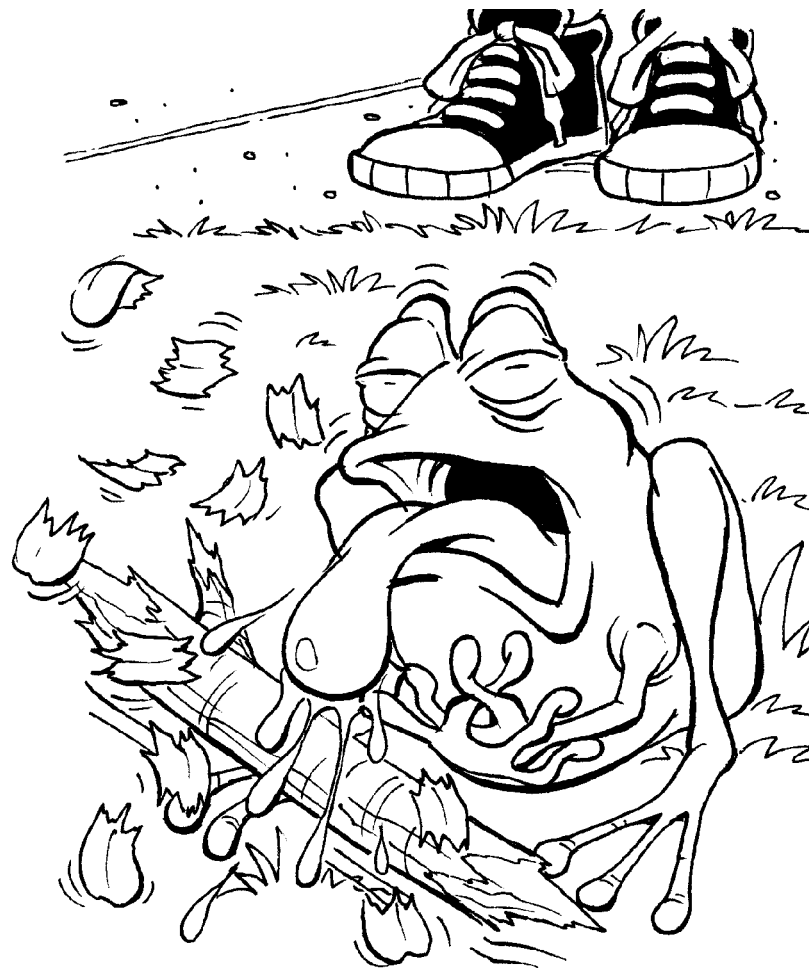
"I am hungry," says Frog.



Frog eats a flower.
Munch. Munch. Munch.



Frog eats a stick.
Crunch. Crunch. Crunch.



"Flowers are not frog food,"
says Frog.
"Sticks are not frog food,"
says Frog.



Buzz. Buzz. Buzz.
Frog eats a fly!



"Now that is a very good
lunch!" says Frog.

Name _____

Characters:

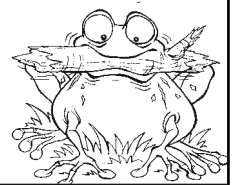
Setting:

FROG IS HUNGRY • LEVEL D • 1

Problem:



Events:



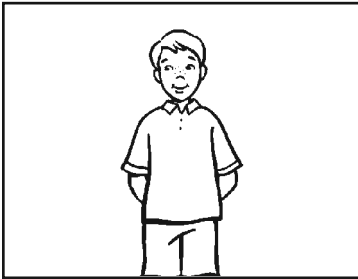
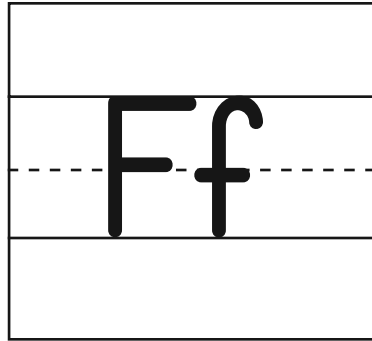
Solution:

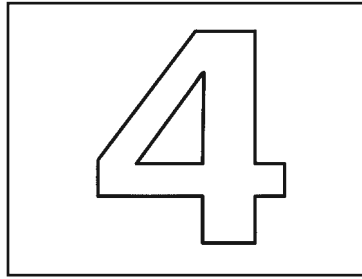


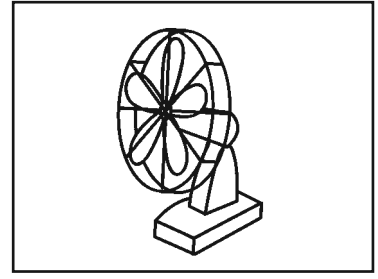
SKILL: STORY ELEMENTS

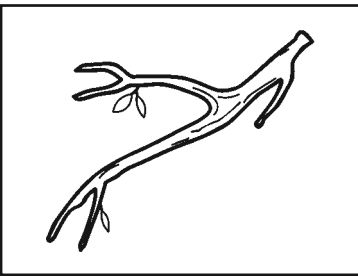
INSTRUCTIONS: Have students write information for the major story elements of *Frog is Hungry* in the boxes.

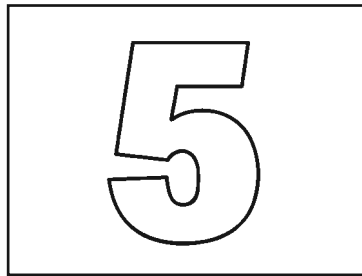
Name _____

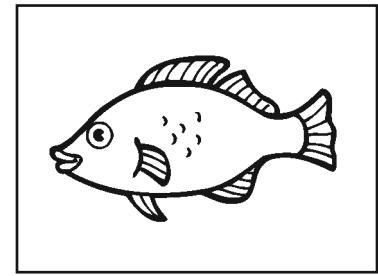












INSTRUCTIONS: Identify the name of each picture with students. Have them write the upper- and lowercase *Ff* under each picture that begins with the initial /f/ sound. Have them color the pictures that begin with *Ff*.

Name _____

frog hops away.

mom and i shop.

ben is hungry.

sam sees a fly.

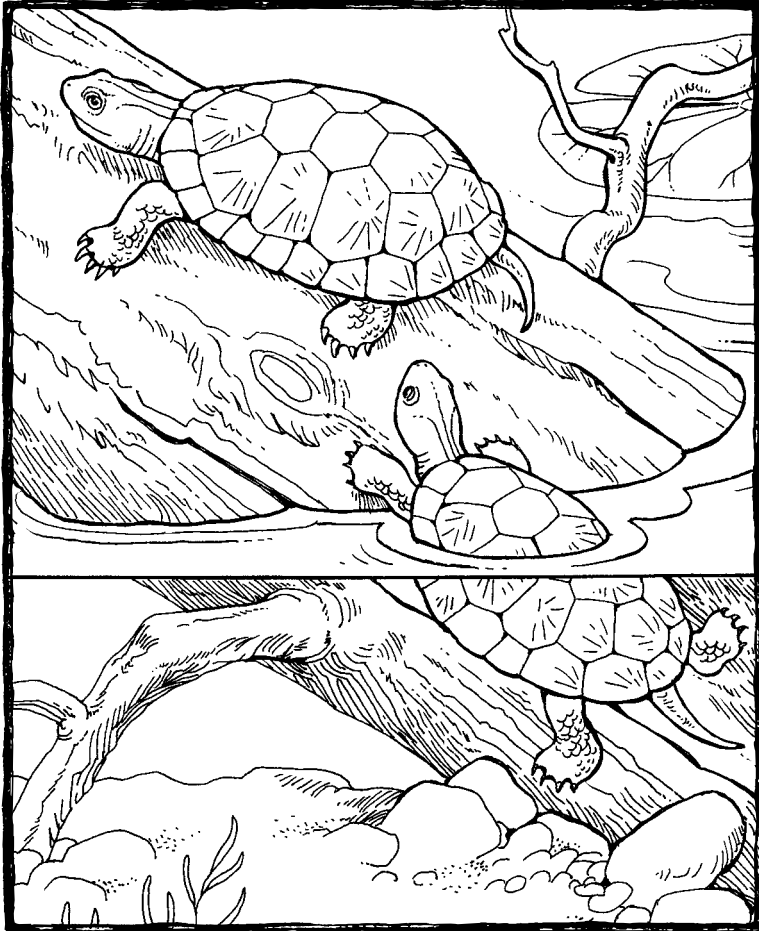


INSTRUCTIONS: Read each sentence with students. Have them write each sentence using capital letters where appropriate. Then have students write their own sentence about the frog using proper nouns.

The Busy Pond

A Reading A-Z Level D Leveled Reader

Word Count: 117



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LEVELED READER • D

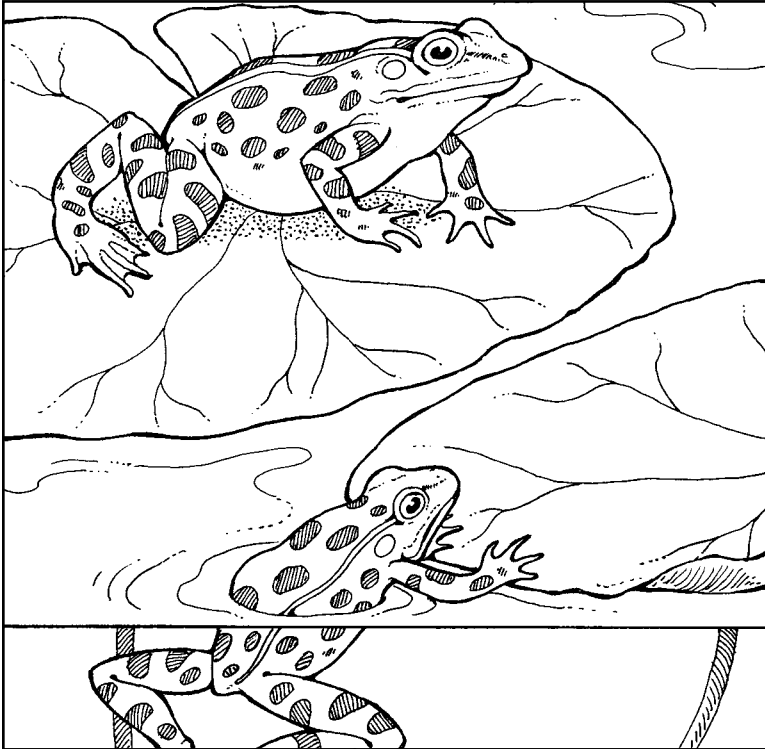
The Busy Pond



Written by Kate Page • Illustrated by Cende Hill

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The Busy Pond



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Level D Leveled Reader
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Correlation

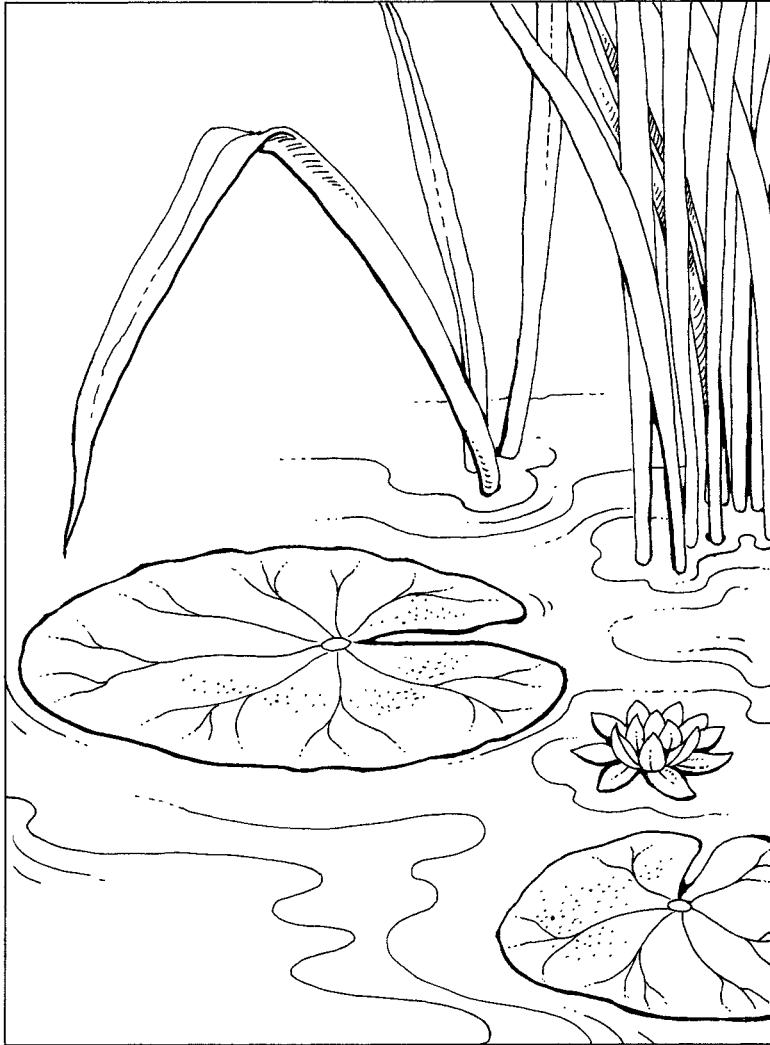
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



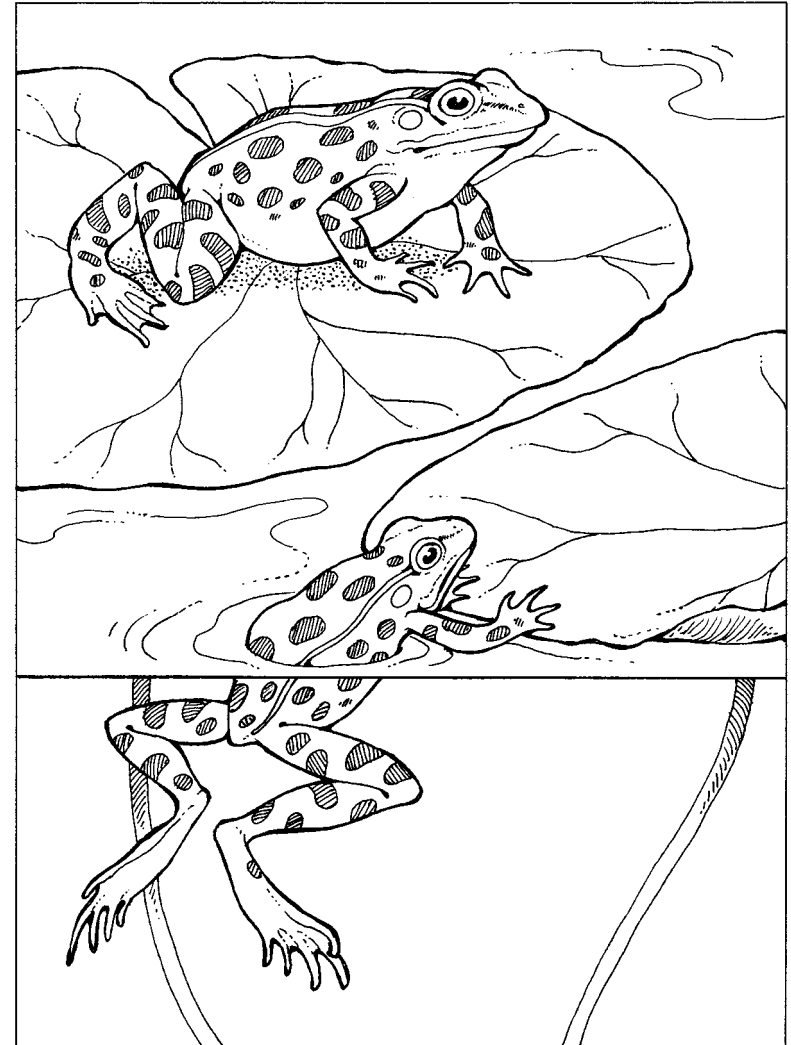
I see water when
I go to the pond.
I can see land
all around the water.



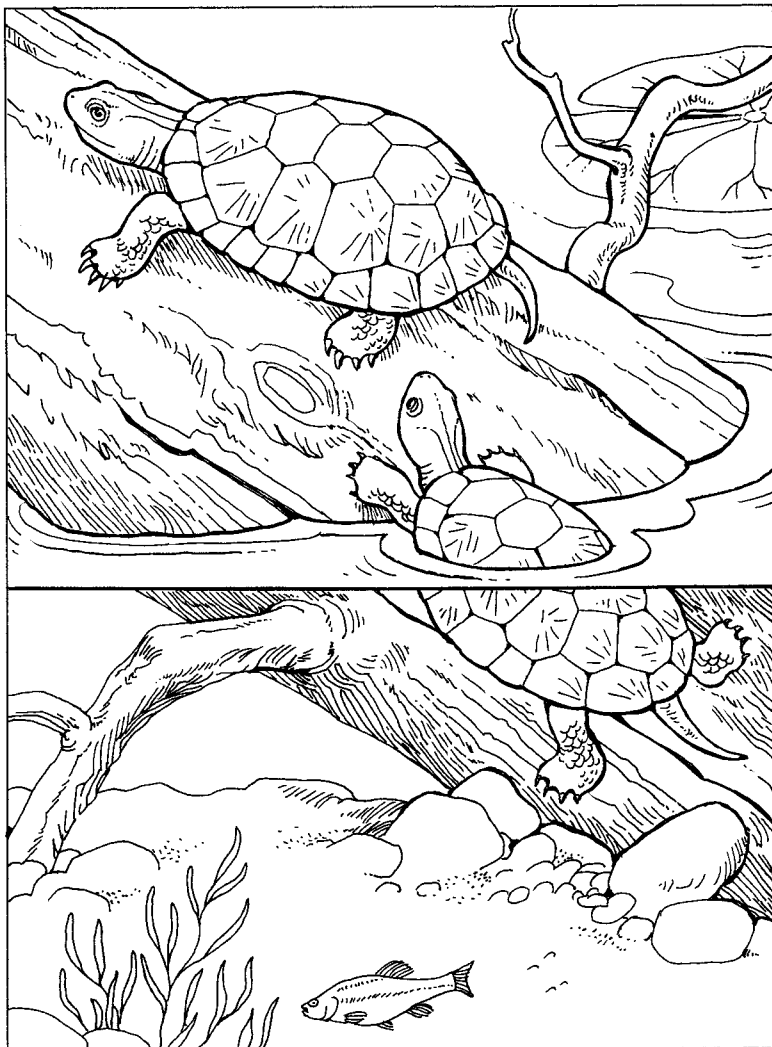
I see cattails when
I go to the pond.
They are very tall.



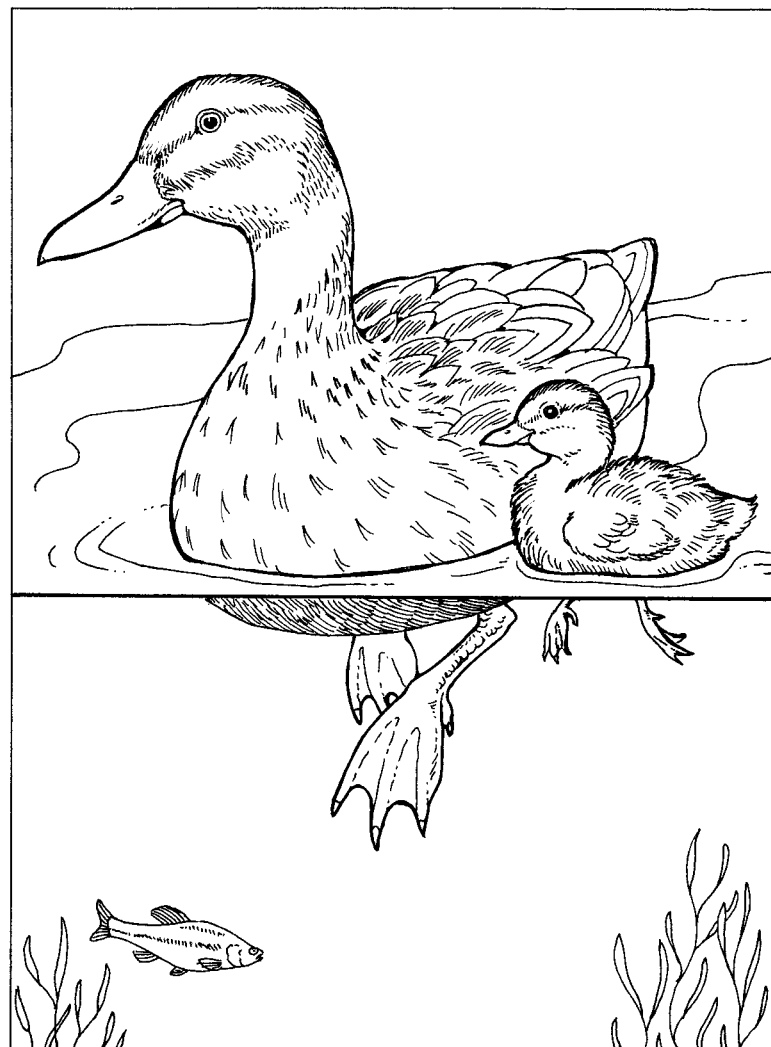
I see lily pads when
I go to the pond.
They are very round.



I see frogs when
I go to the pond.
They sit on the lily pads.



I see turtles when
I go to the pond.
They sit on a log.



I see ducks when
I go to the pond.
They swim on the water.

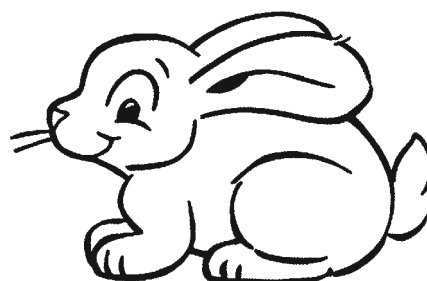
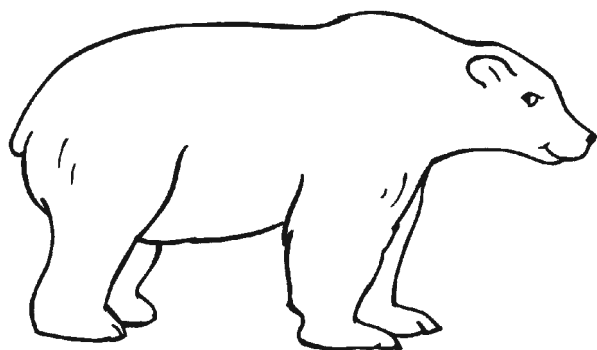
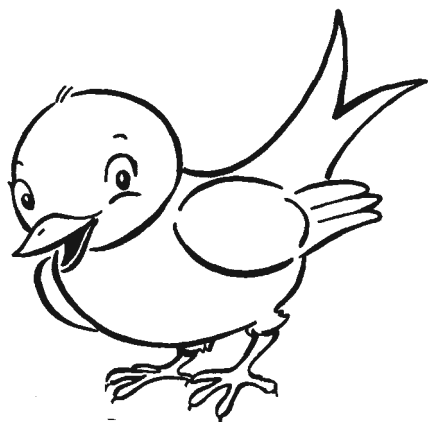
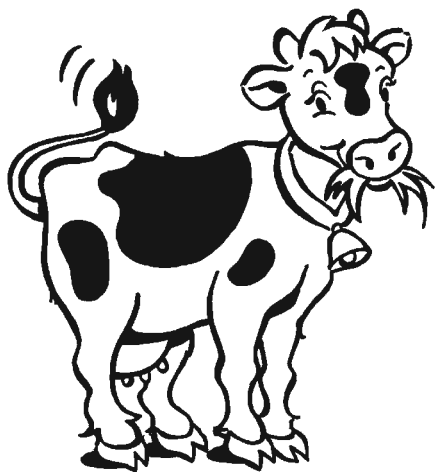


I see fish when
I go to the pond.
They swim in the water.



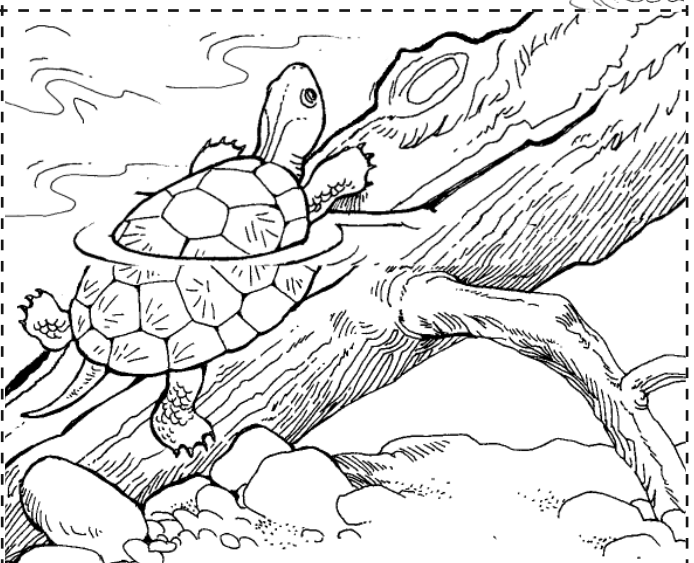
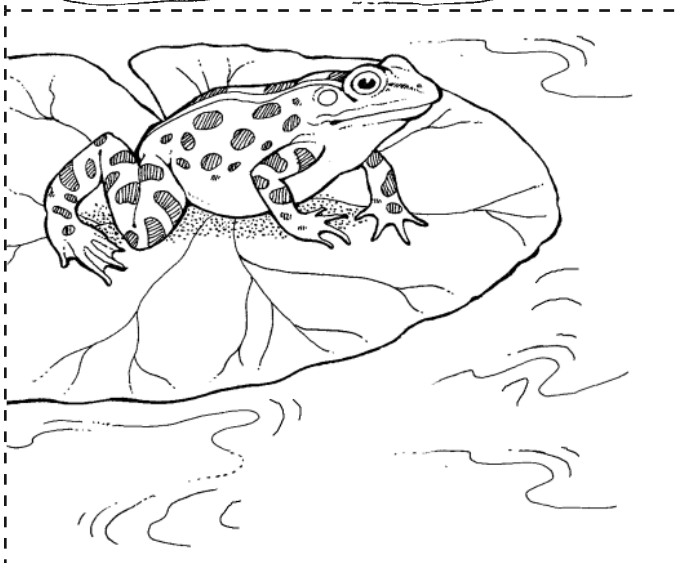
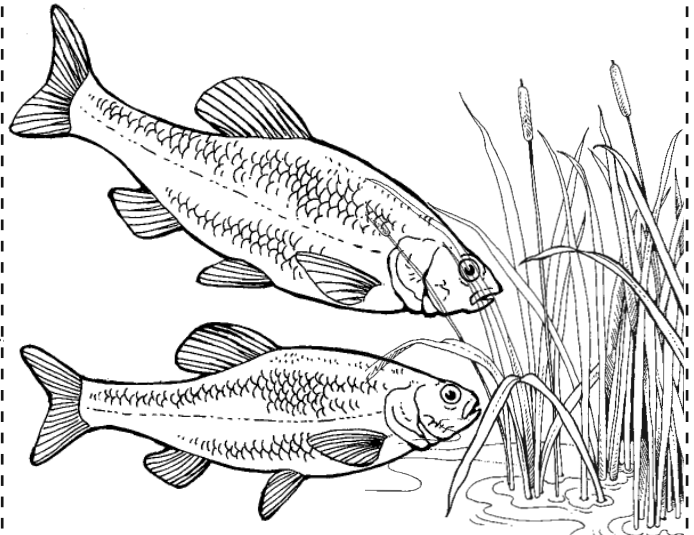
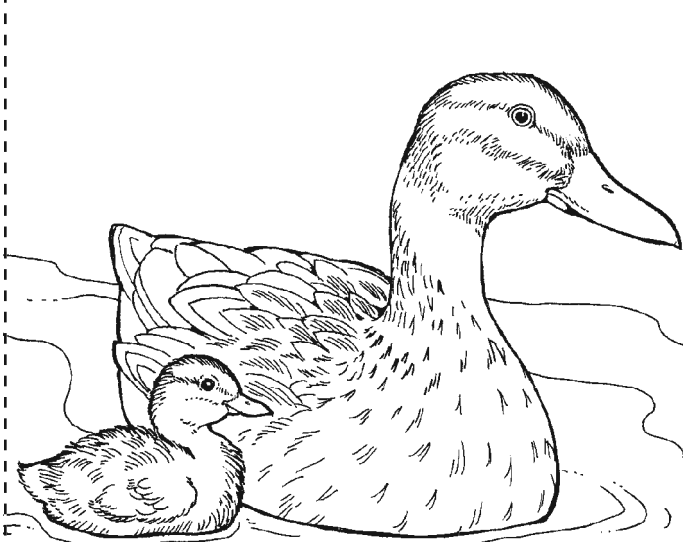
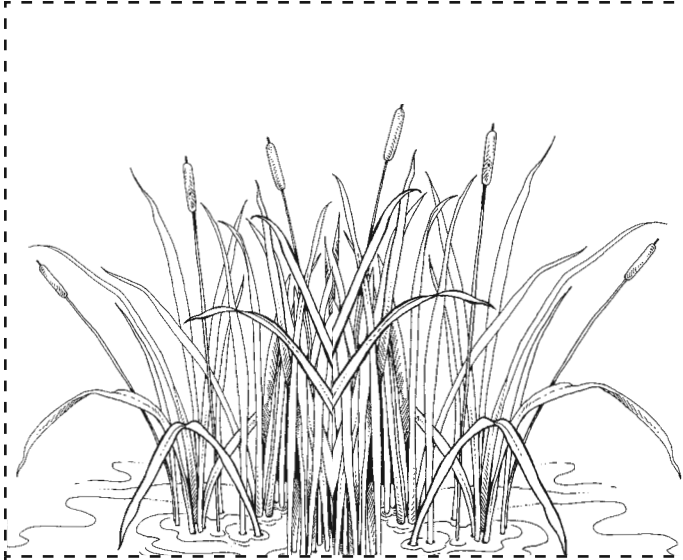
I see many things when
I go to the pond.
The pond is a busy
place.

Name _____



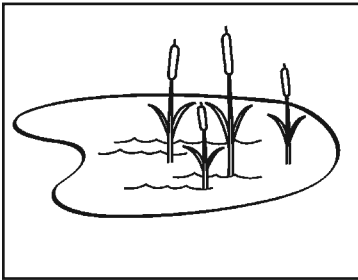
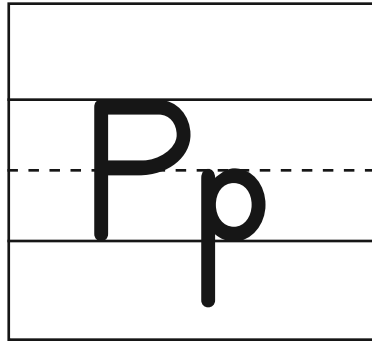
INSTRUCTIONS: Cut apart the pictures. Use them during the lesson to model sorting information into groups.

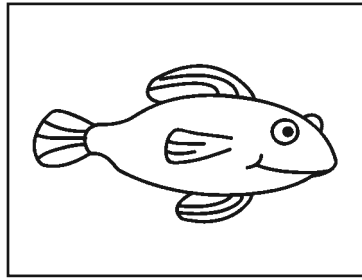
Name _____



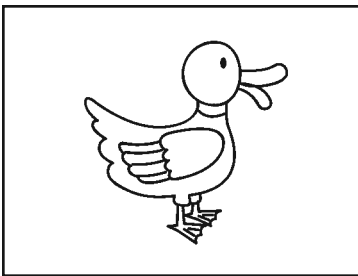
INSTRUCTIONS: Identify each picture with students. Have them cut out the pictures and sort them into groups. When they are finished, have them explain how they sorted the pictures.

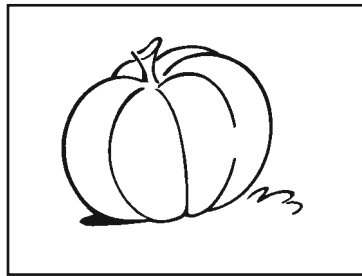
Name _____

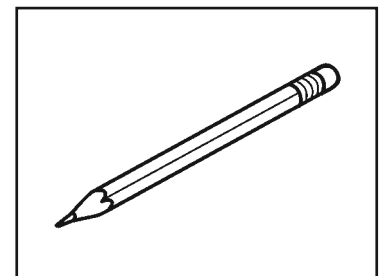






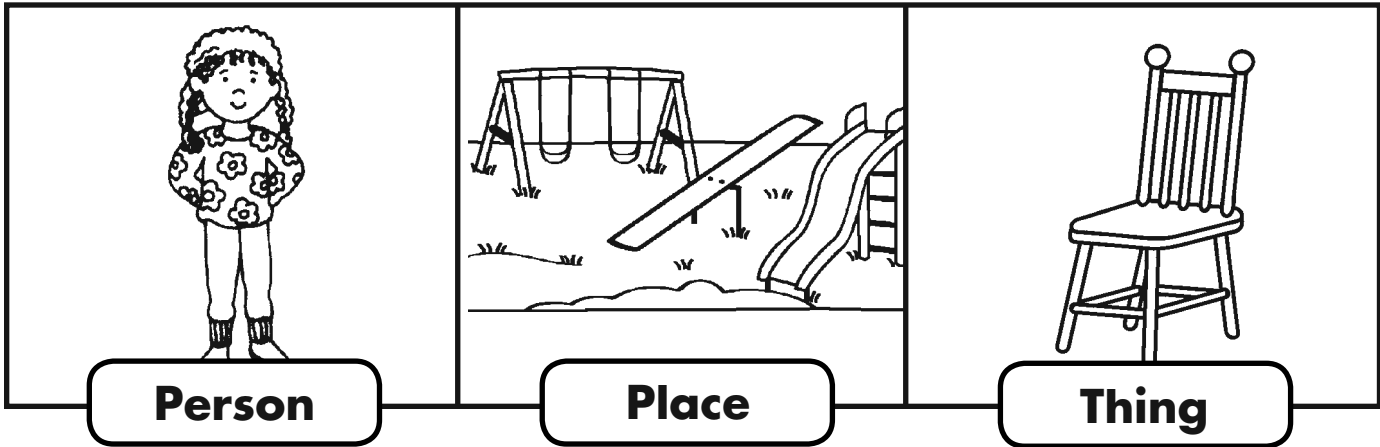






INSTRUCTIONS: Have students identify each picture. Ask them to write the upper- and lowercase *Pp* under each picture that begin with the initial /p/ sound. Have them color the pictures that begin with the letter *Pp*.

Name _____



1. I see a duck.

2. I see a boy.

3. I see the fish.

4. I see the pond.

5. I see the water.

6. I see the turtles.

INSTRUCTIONS: Read sentences aloud with students. Have them underline the noun in each sentence and write whether the noun is a person, place, or thing on the line under the sentence.

What Do You See?

A Reading A-Z Level D Leveled Reader

Word Count: 105



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LEVELED READER • D

What Do You See?



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What Do You See?



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Level D Leveled Reader
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Correlation

LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



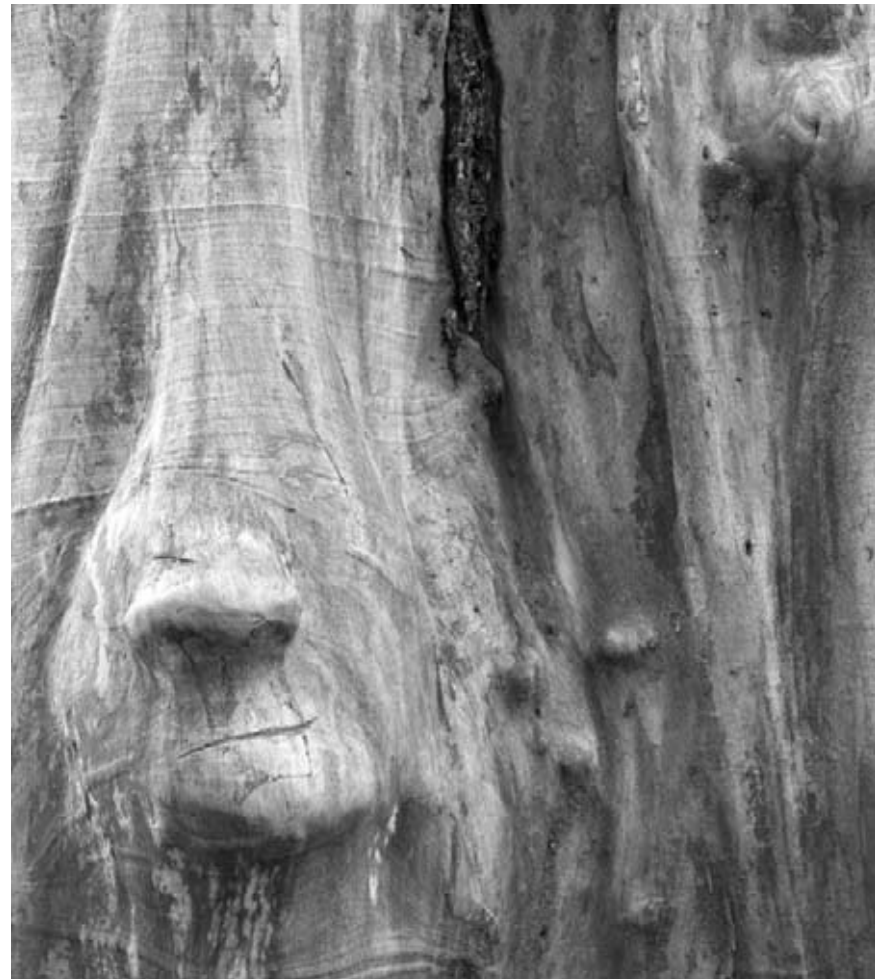
Ink falls on the paper.
What do you see?
I see a mouse.



Milk spills on the floor.
What do you see?
I see a rabbit.



Pencil pieces fall
on the floor.
What do you see?
I see a tree.



Bumps grow on a tree.
What do you see?
I see a face looking
at me.



Ice forms on a window.
What do you see?
I see a fern.



A cloud moves
across the sky.
What do you see?
I see a running lamb.



Bark grows on a tree.
What do you see?
I see a heart.



Look closely.
There is so much to see.

Name _____

What I see on page _____:

What I see on page _____:

WHAT DO YOU SEE? • LEVEL D • 1

What I see on page _____:

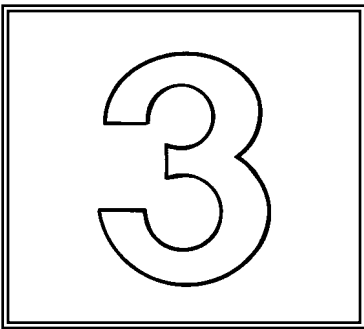
What I see on page _____:

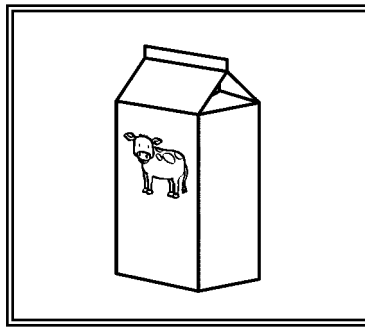
SKILL: VISUALIZE

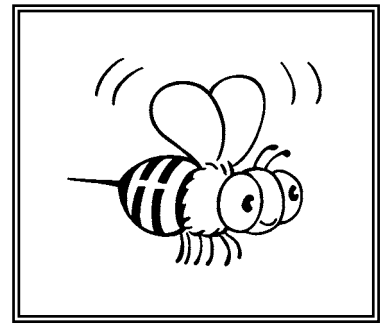
INSTRUCTIONS: Have students draw what they visualized on each page. Have them label each picture on the line provided.

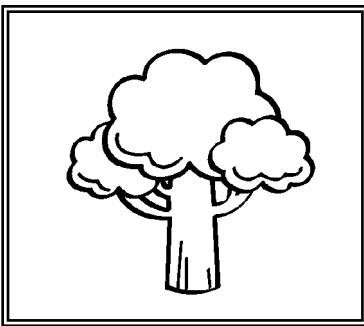
Name _____

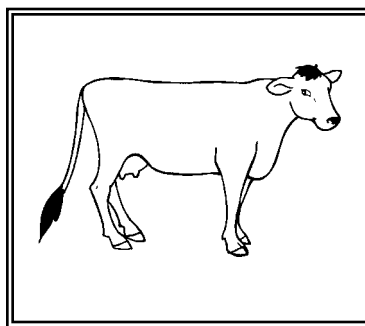
ee
see

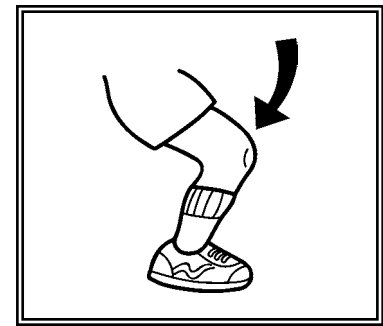












INSTRUCTIONS: Have students say each picture name aloud. Have students write the word on the line provided if the picture name ends with the long /e/ vowel sound.

Name _____

1. Bark grows on the tree.
2. Clouds float in the sky.
3. Milk falls on the table.
4. Paint runs down the paper.
5. Ink drips on the floor.
6. I see many things.



WHAT DO YOU SEE? • LEVEL D • 3

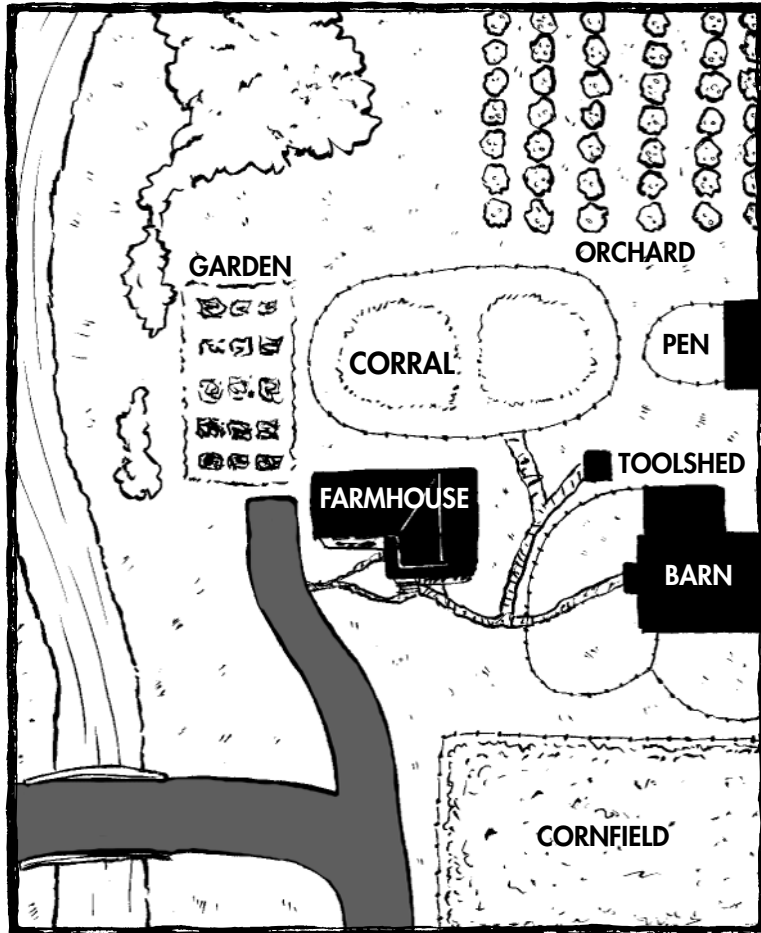
SKILL: VERBS

INSTRUCTIONS: Read each sentence with students. Ask them to locate the action word in the sentence and underline it. Then have students write a sentence on the lines provided. Have them underline the verb(s) in their sentence.

Country Places

A Reading A-Z Level D Leveled Reader

Word Count: 132

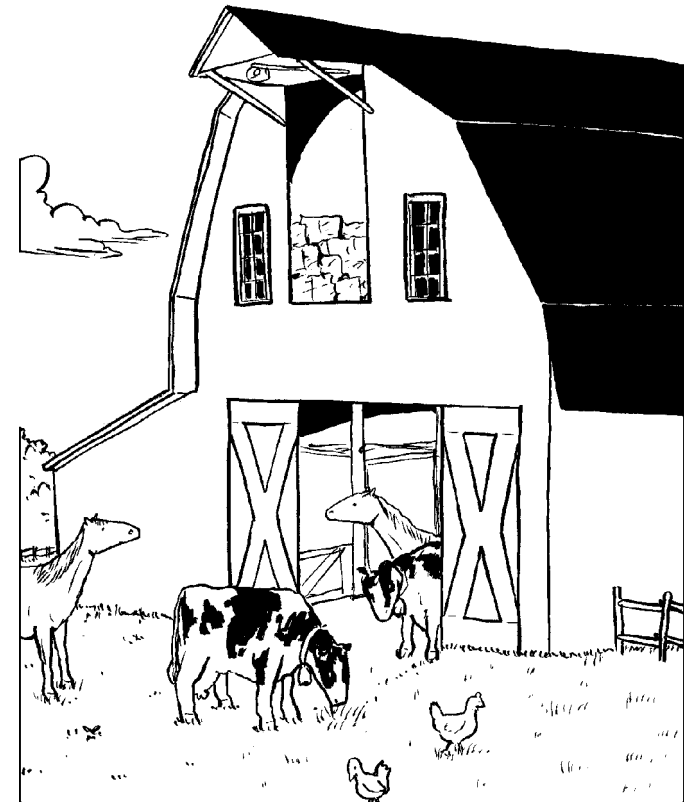


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Country Places



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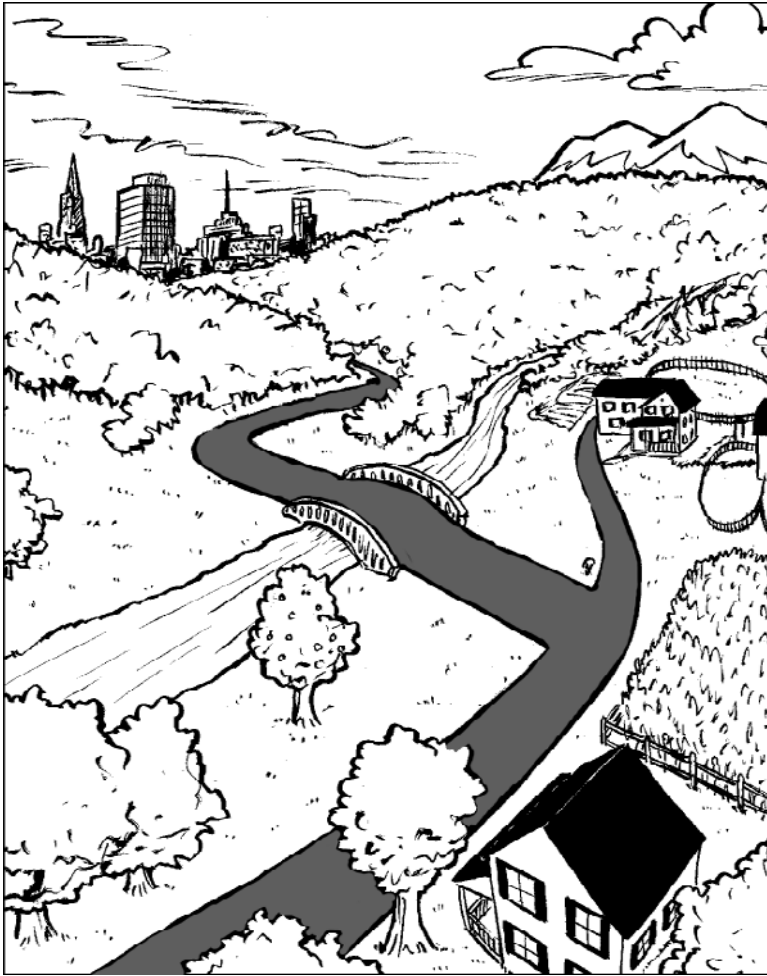
Country Places
Level D Leveled Reader
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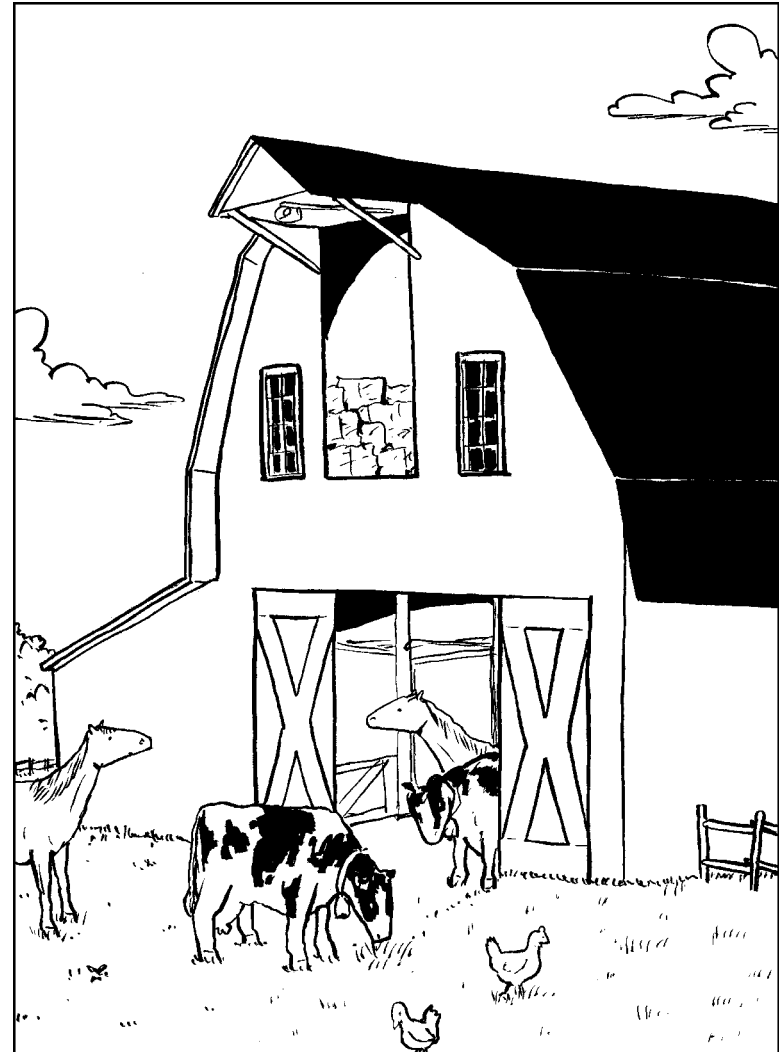
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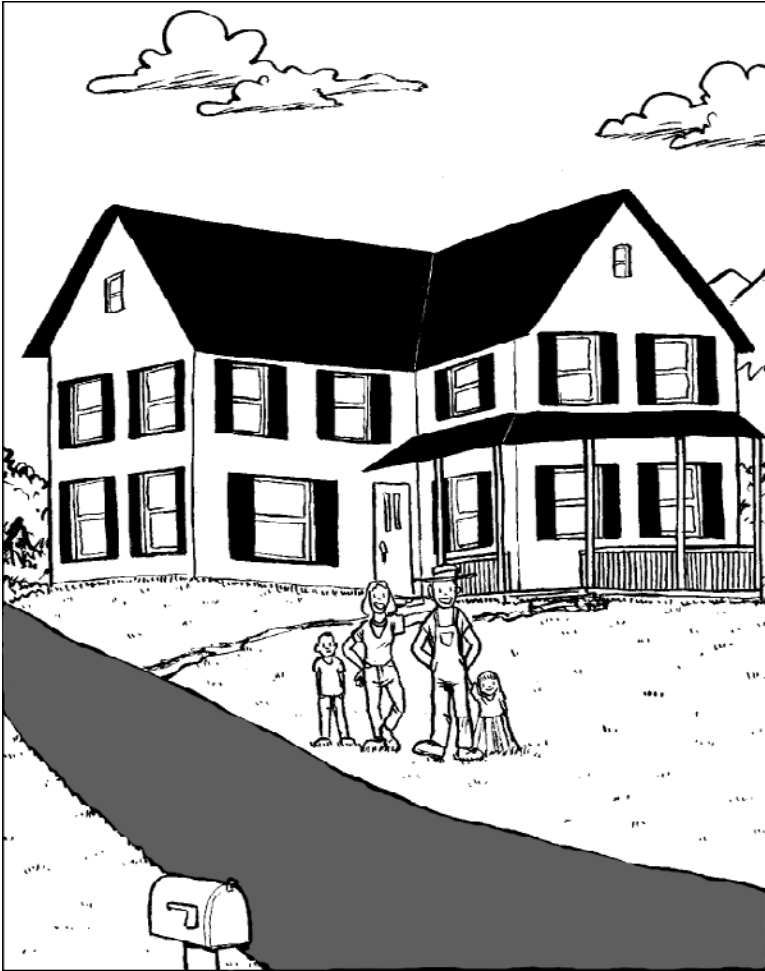
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



The country is outside
the city.
There are many places
in the country.



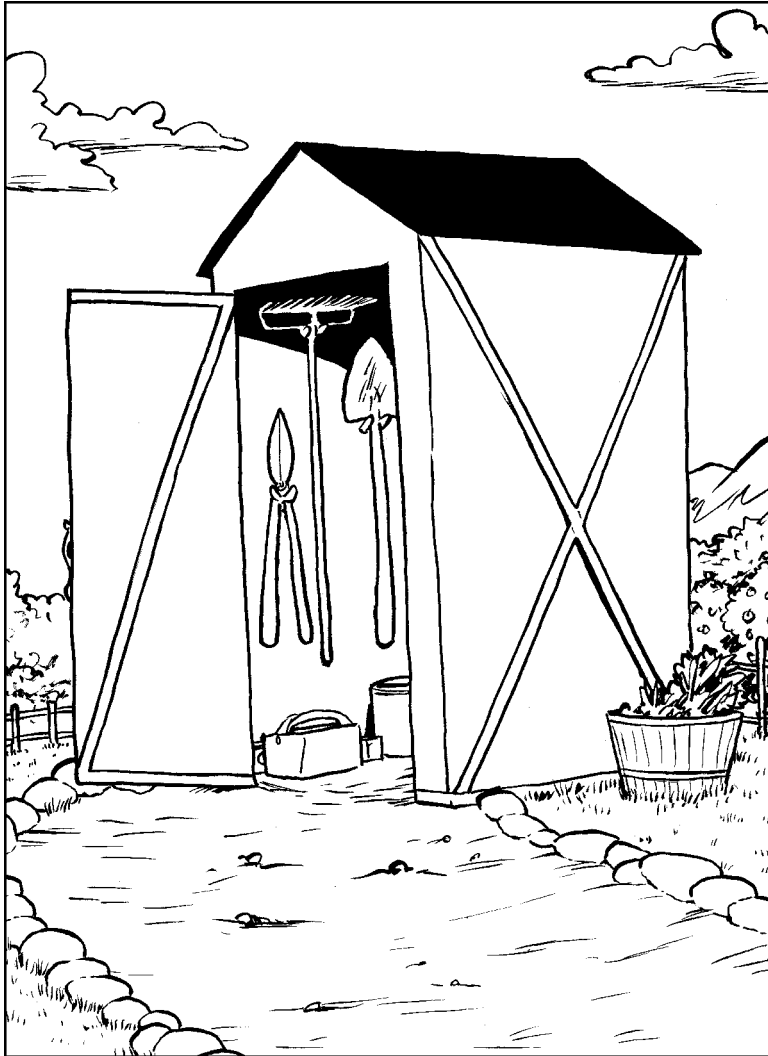
What is this place?
It is a barn.
Animals live in a barn.



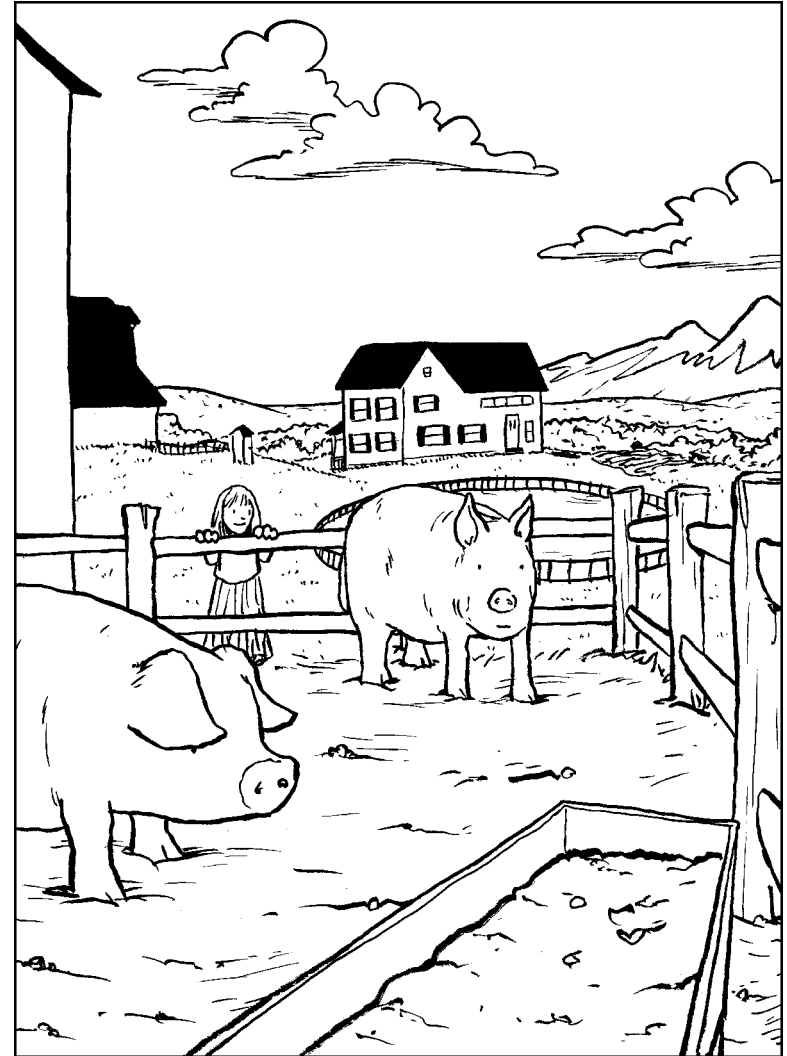
What is this place?
It is a farmhouse.
A family lives in the
farmhouse.



What is this place?
It is a field.
Corn grows in a field.



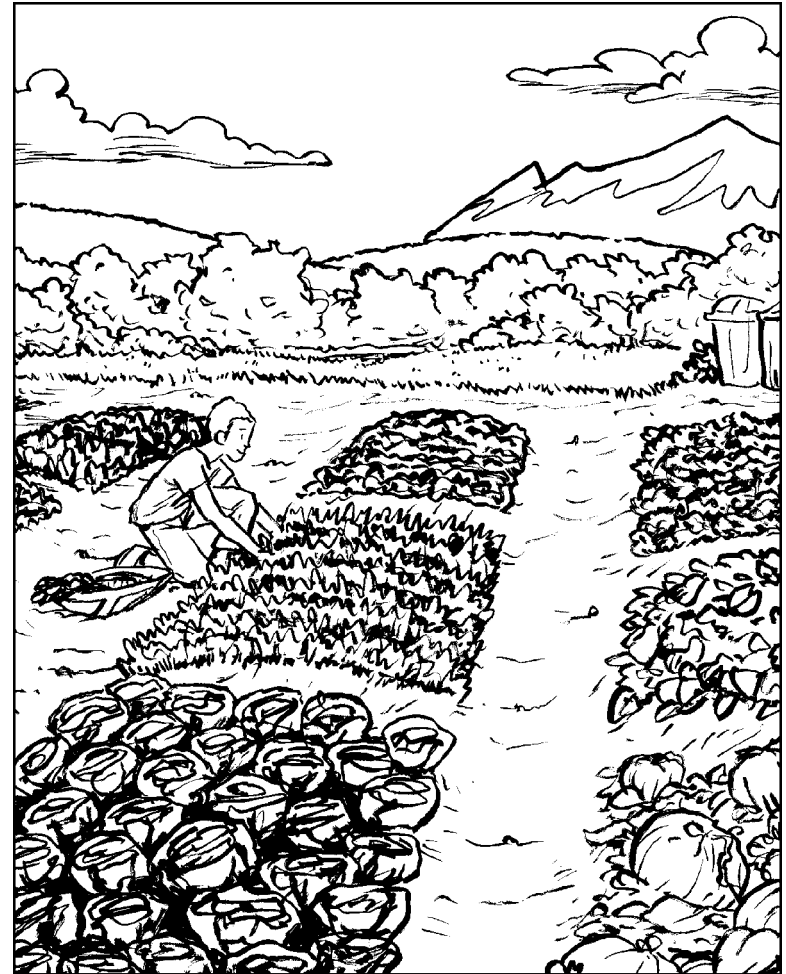
What is this place?
It is a shed.
Tools are kept in a shed.



What is this place?
It is a pen.
Pigs live in a pen.



What is this place?
It is a corral.
Horses run in the corral.



What is this place?
It is a garden.
Vegetables grow in the
garden.



What is this place?
It is an orchard.
Apples grow in the
orchard.

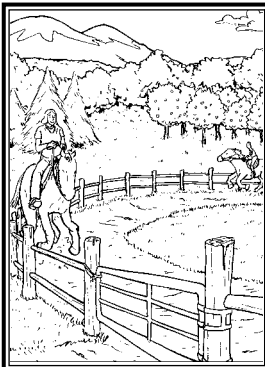


What is this place?
It is a farm.
It is in the country.

Name _____

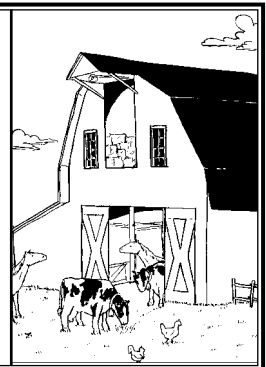
Detail

Detail



Main Idea

There are many kinds of places in the country.

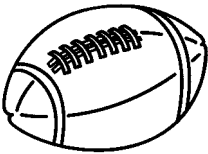


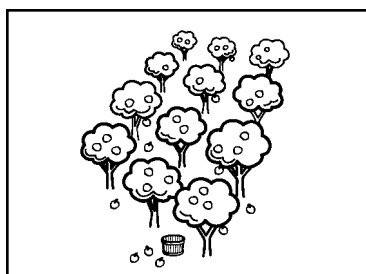
Detail

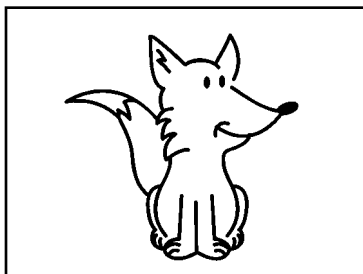
Detail

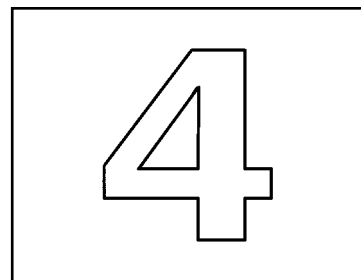
INSTRUCTIONS: Read the main idea aloud with students. Then have them write the details that support the main idea in the circles.

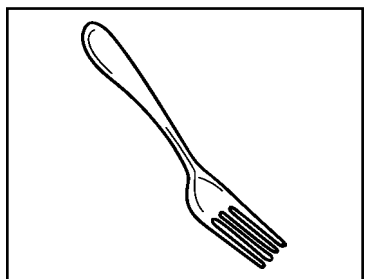
Name _____

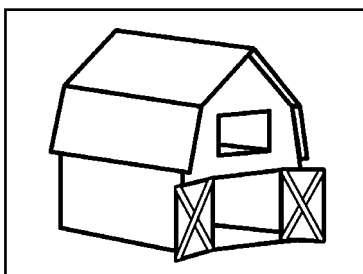
	Ff football
---	---------------------------

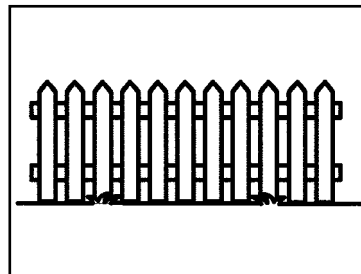












INSTRUCTIONS: Have students write the initial consonant *Ff* under the pictures that begin with the /f/ sound.

Name _____

1. Where are the cows

2. Where is the corn

3. Where are the tools

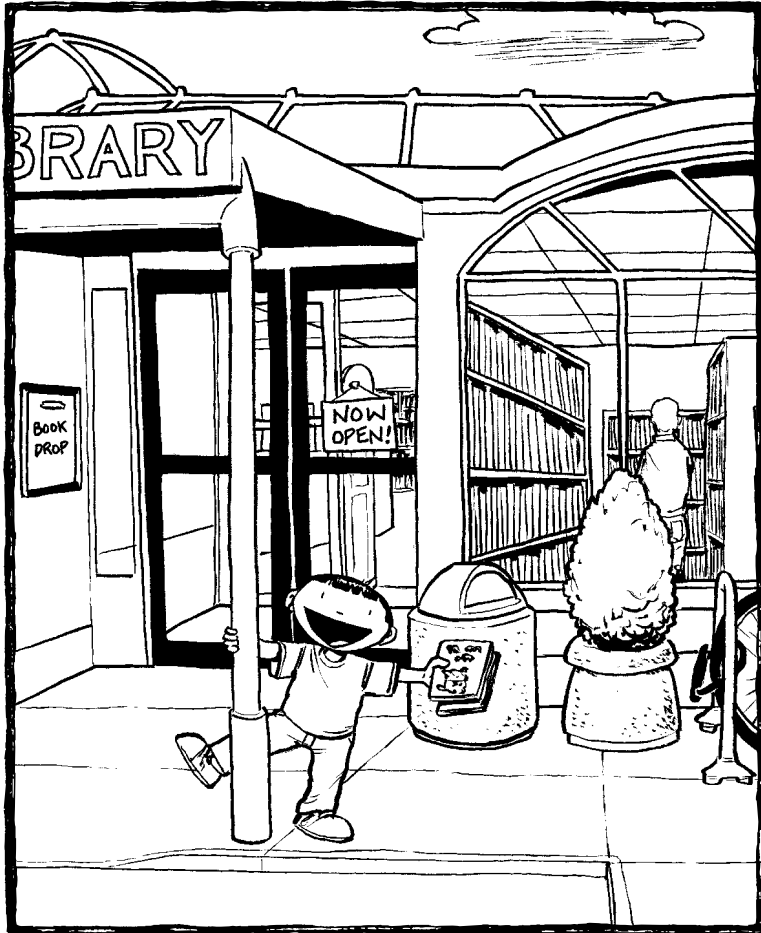
4. Where are the apples

INSTRUCTIONS: Have students add a question mark to the end of each sentence and read the sentence aloud. Then have them answer the question in words or pictures in the space below the sentence.

My Neighborhood

A Reading A-Z Level D Leveled Reader

Word Count: 65

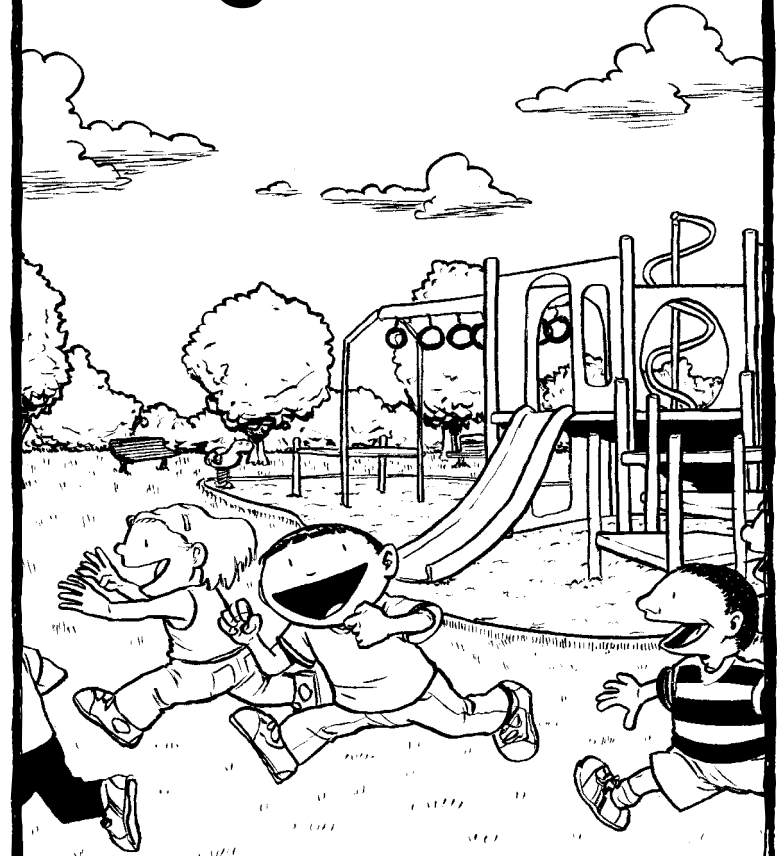


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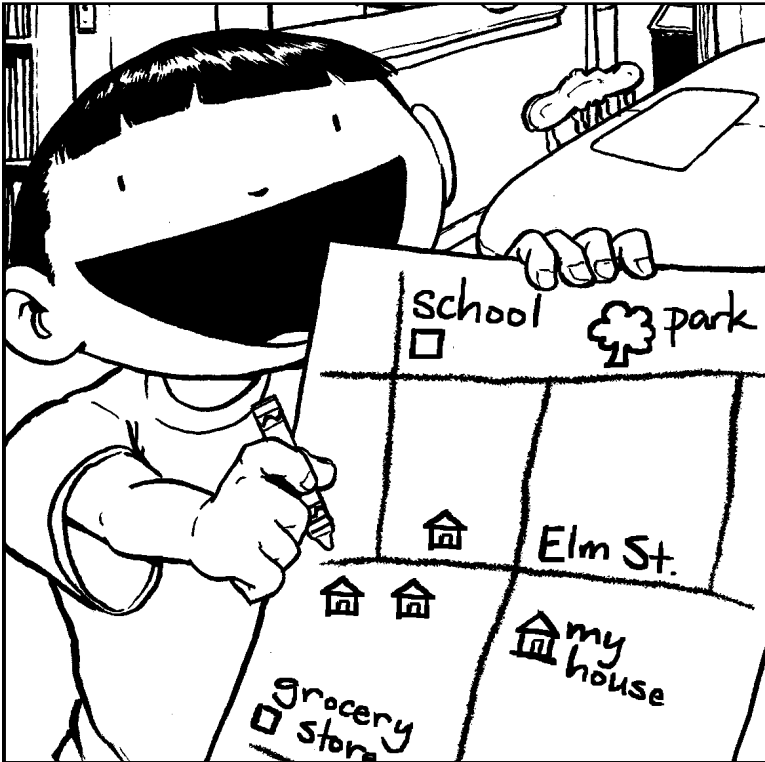
My Neighborhood



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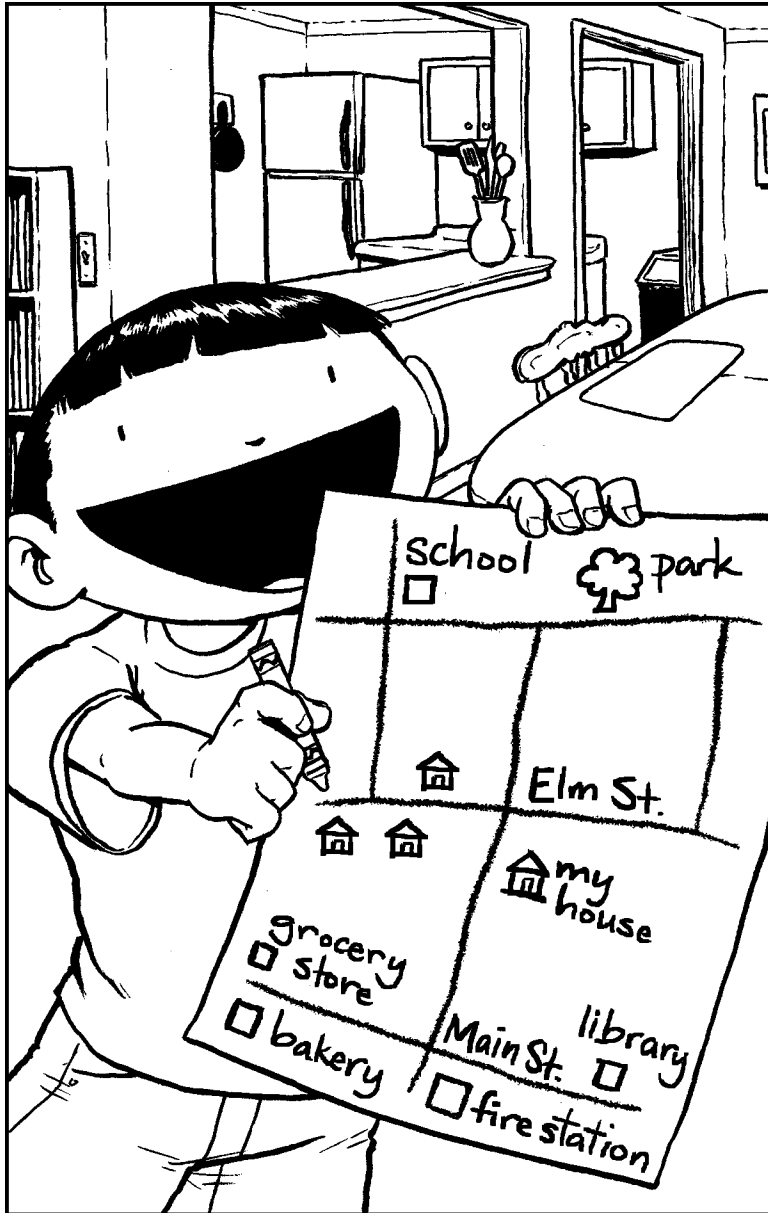
My Neighborhood
Level D Leveled Reader
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Correlation

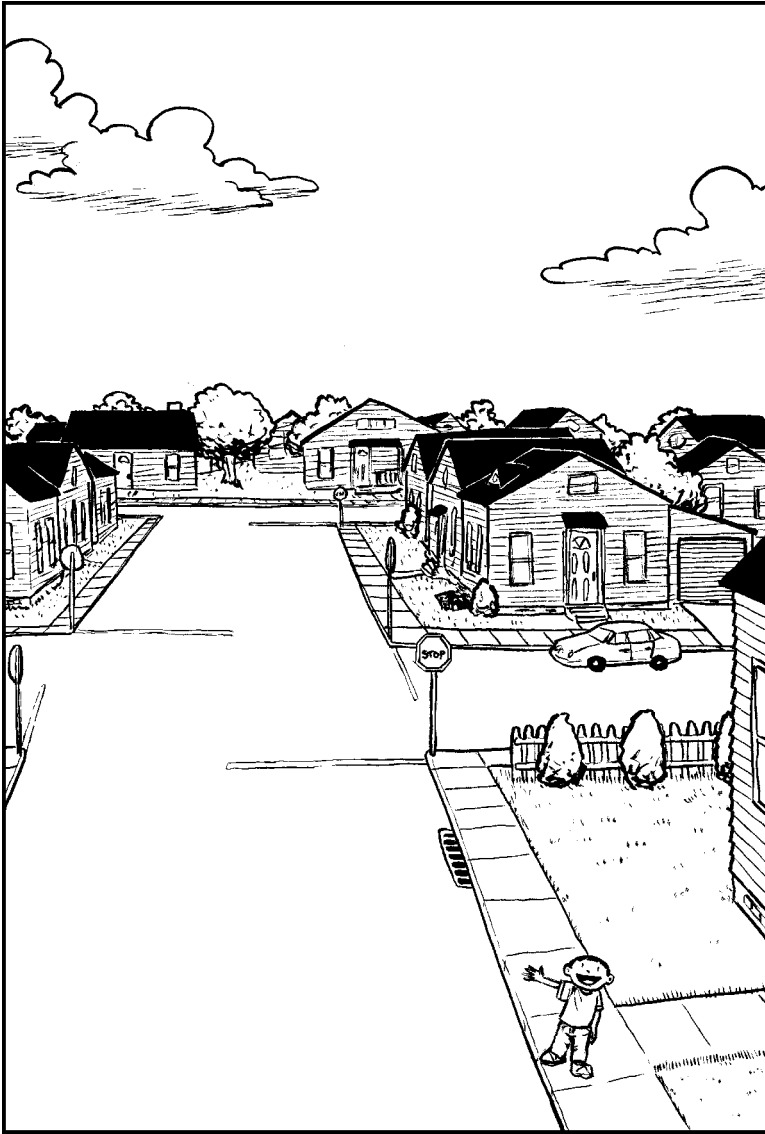
LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



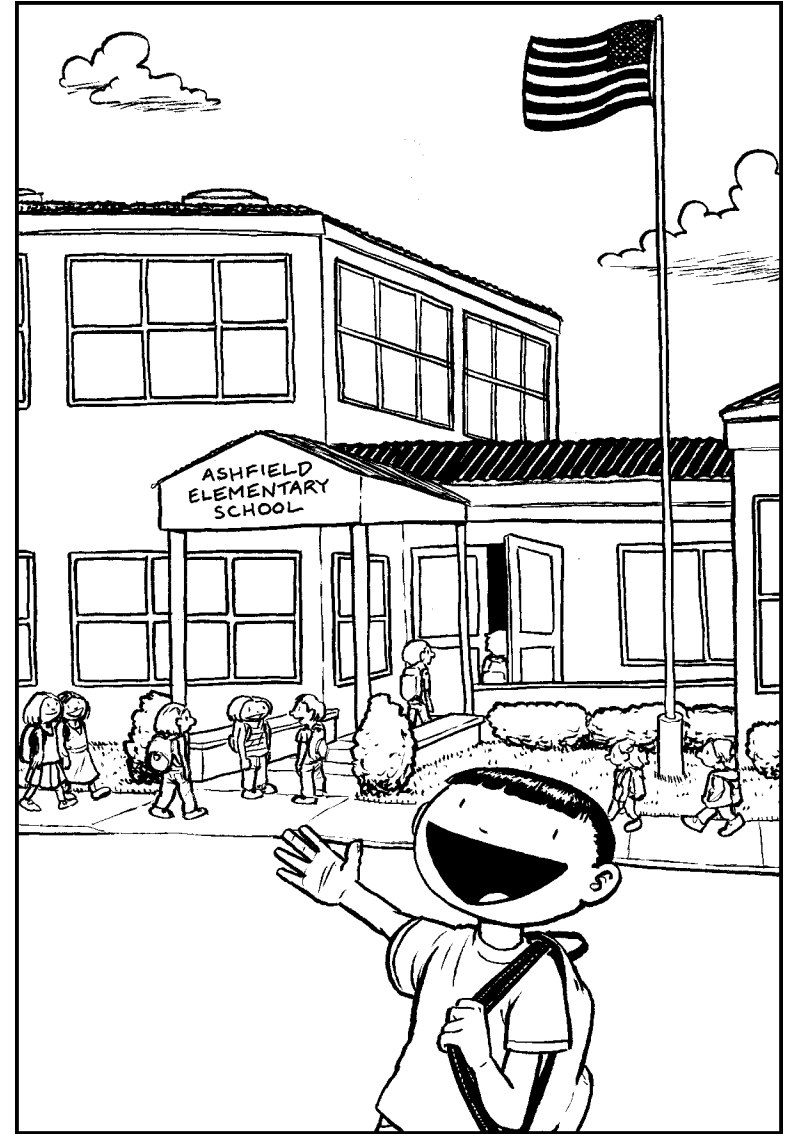
This is my neighborhood.



There are houses
in my neighborhood.



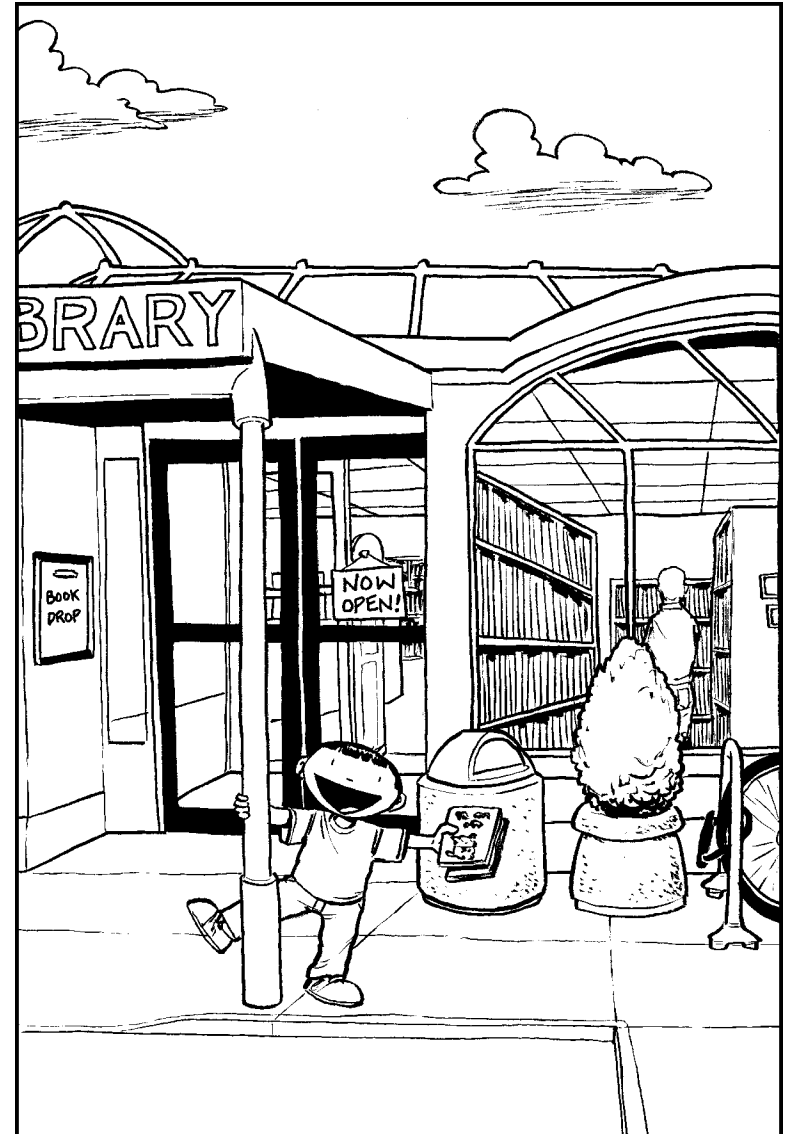
There are streets
in my neighborhood.



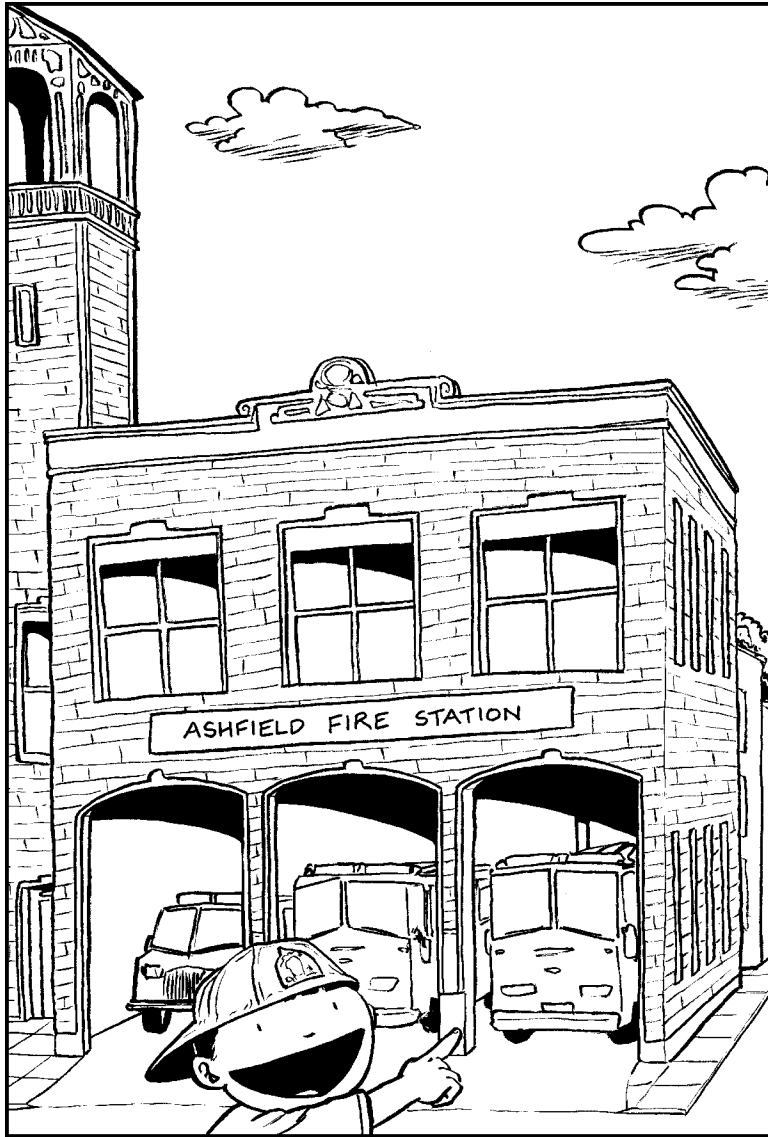
There is a school
in my neighborhood.



There is a park
in my neighborhood.



There is a library
in my neighborhood.



There is a fire station
in my neighborhood.



There is a grocery store
in my neighborhood.



There is a bakery
in my neighborhood.



I love where I live.

Name _____

Detail

Detail

MY NEIGHBORHOOD • LEVEL D • 1



**There are
many places in a
neighborhood.**

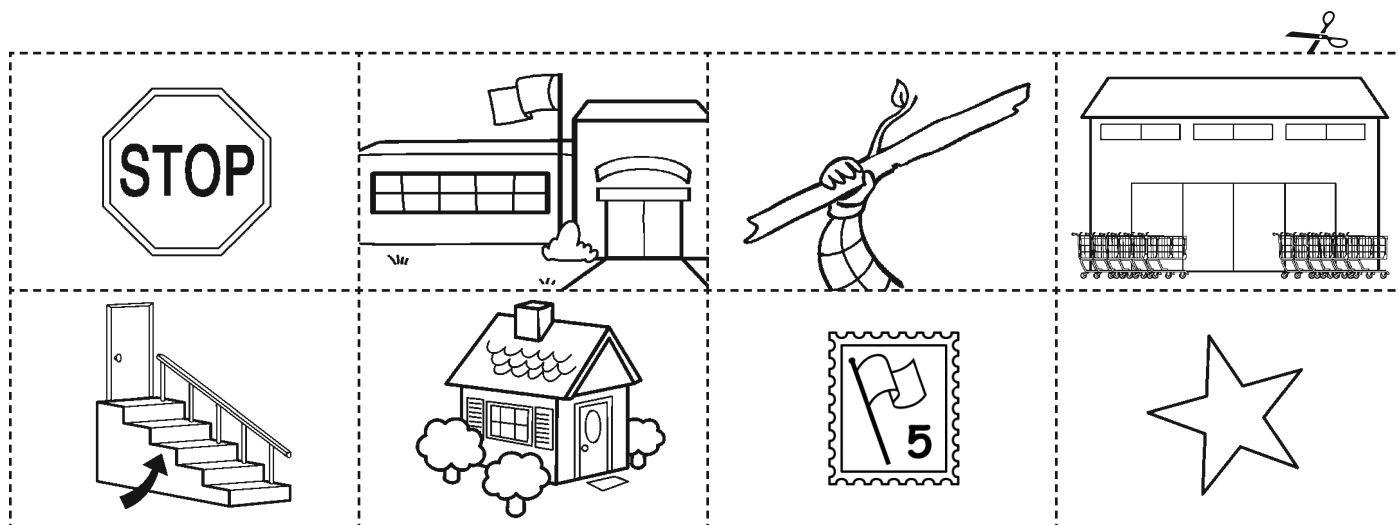
Detail

Detail

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Have students record the details in the boxes provided.

Name _____

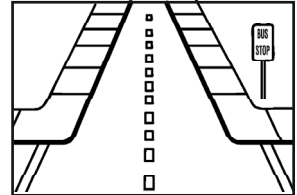


INSTRUCTIONS: Say each name of each picture with students. Have students cut out the pictures and place them in the boxes. Then, have students use one *st* word in a sentence.

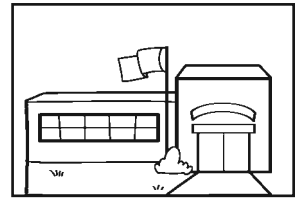
Name _____

busy brick large new fun

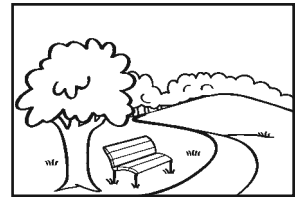
street



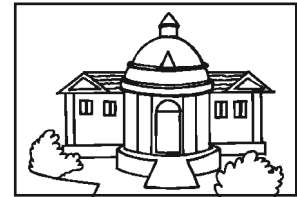
school



park



library



INSTRUCTIONS: Read the adjectives in the word bank with students. Have them use the adjectives to complete each phrase. Then have students draw a picture of another place. Have them write an adjective next to their picture.

LEVELED READER • D

Grow, Vegetables, Grow!



Written by Alyse Sweeney • Illustrated by Michelle Berg

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Grow, Vegetables, Grow!

A Reading A-Z Level D Leveled Reader • Word Count: 67



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4	DRA
5-6	Reading Recovery
D	Fountas & Pinnell

Correlation
LEVEL D

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Level D Leveled Reader
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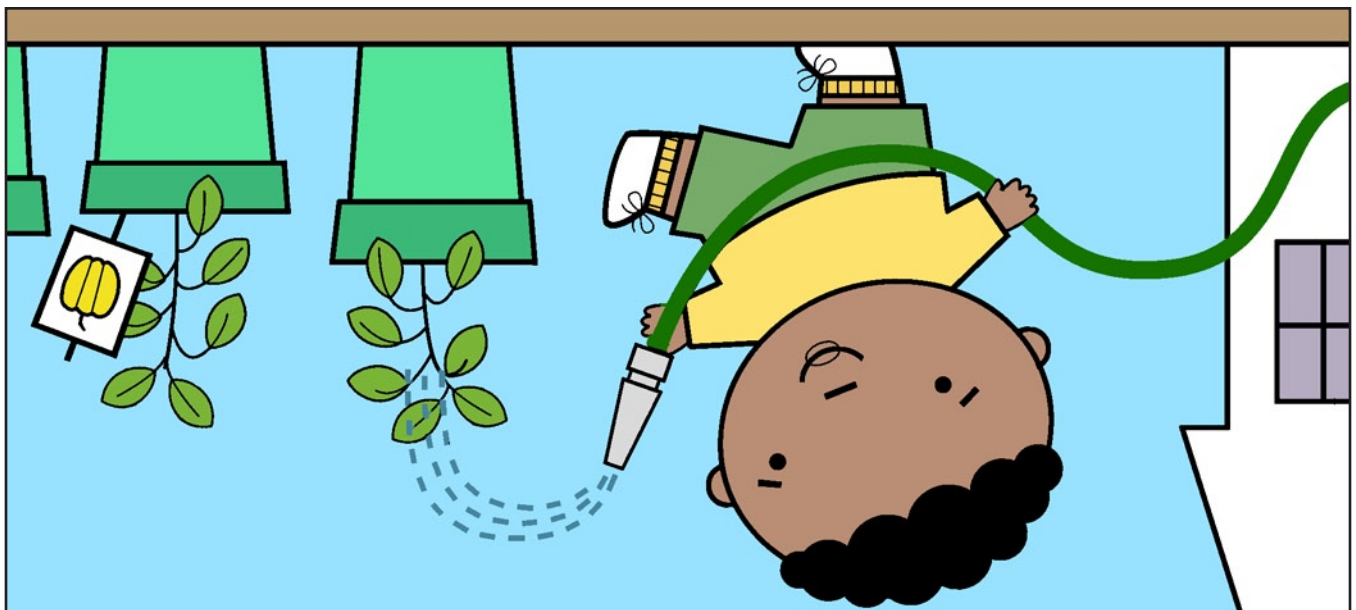


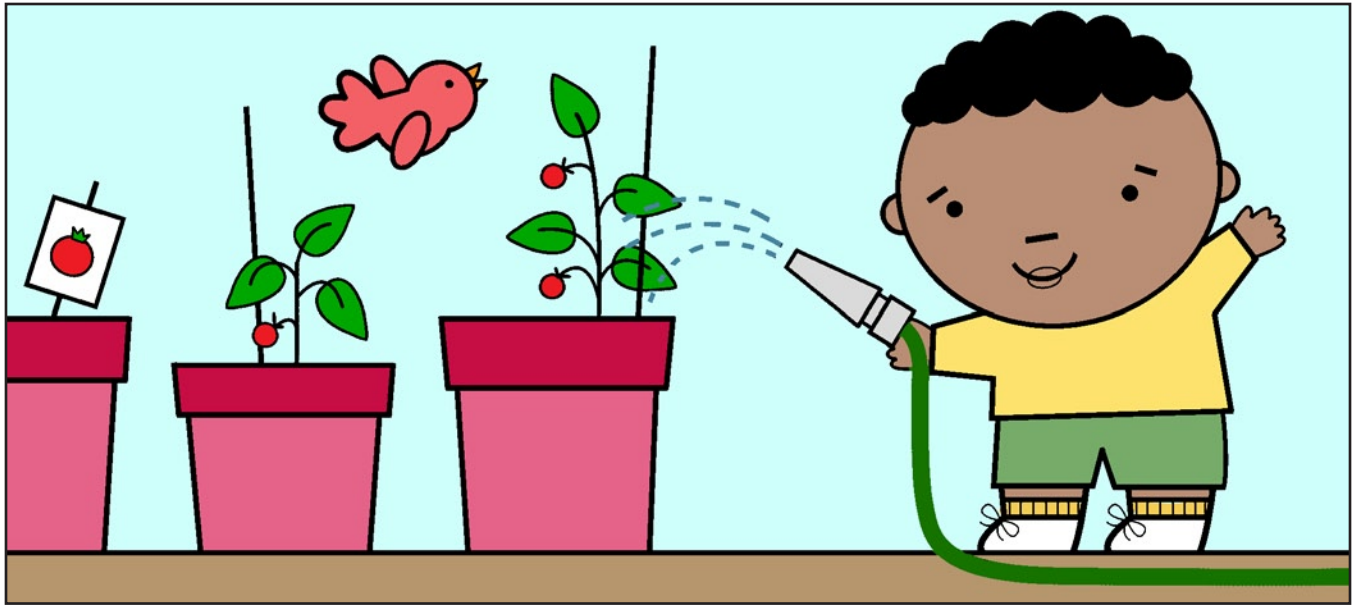
I water the carrot plants.
Grow, carrots, grow!

3

I water the pepper plants.
Grow, peppers, grow!

4



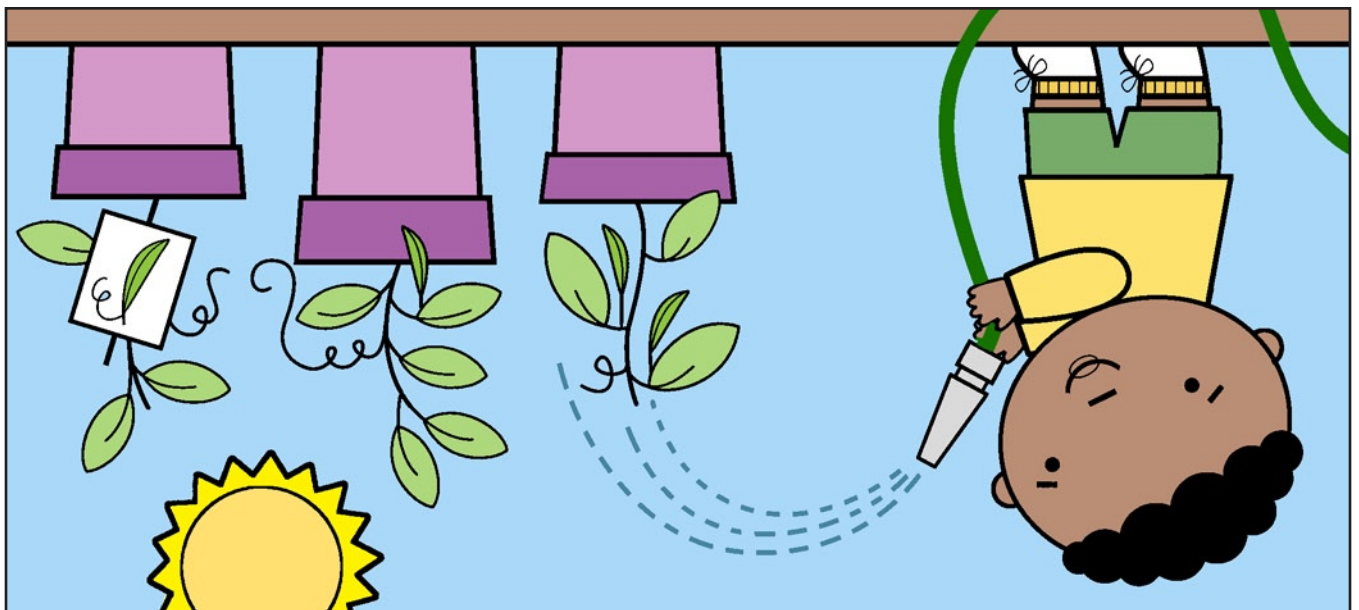


I water the tomato plants.
Grow, tomatoes, grow!

5

I water the green bean plants.
Grow, green beans, grow!

9





I water the onion plants.
Grow, onions, grow!

7

I water the cucumber plants.
Grow, cucumbers, grow!

8



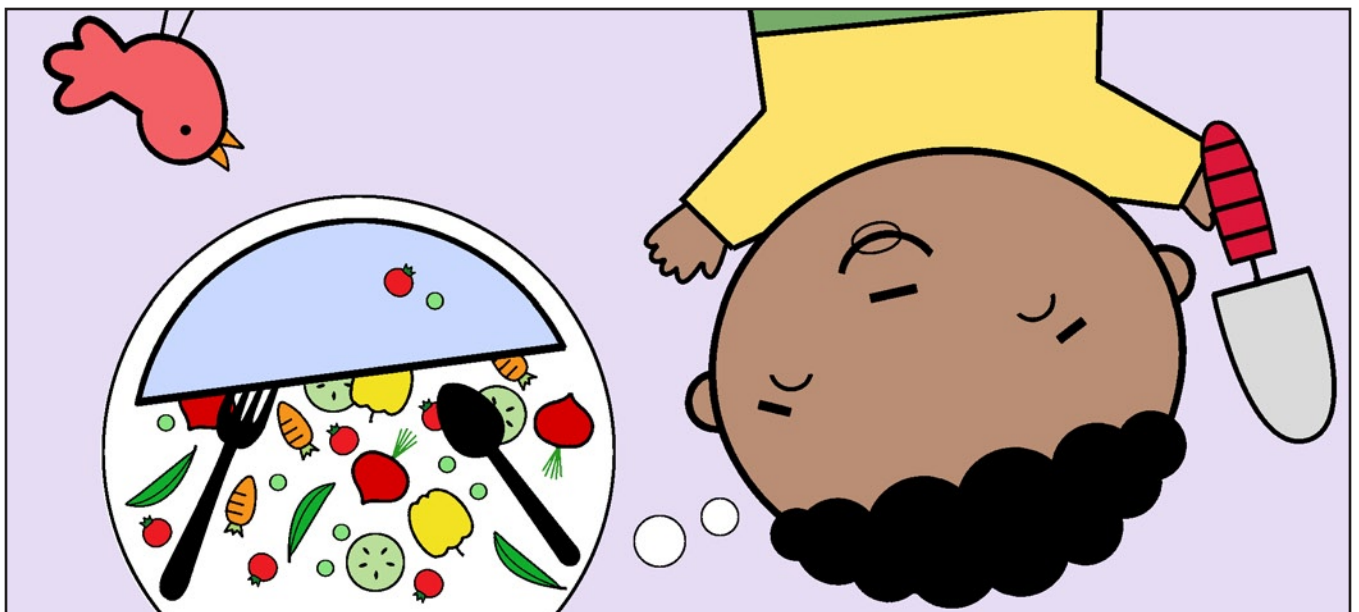


I water the pea plants.
Grow, peas, grow!

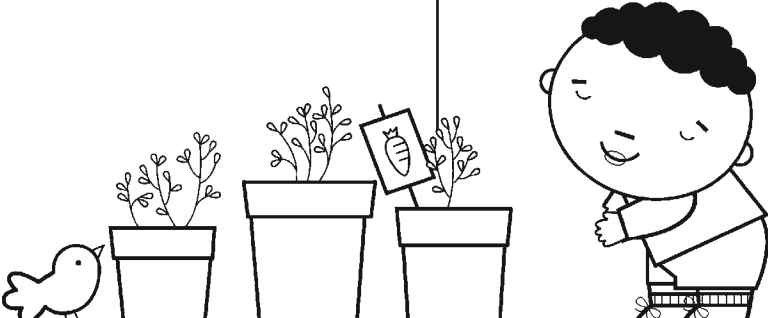
9

Grow, vegetables, grow!
I want to make a salad!

10



Name _____

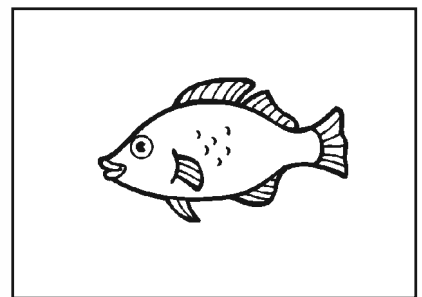
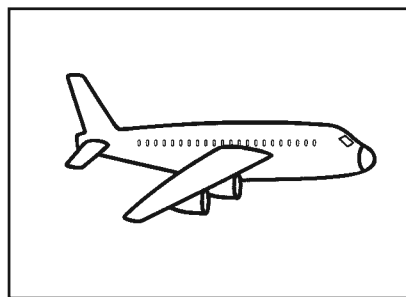
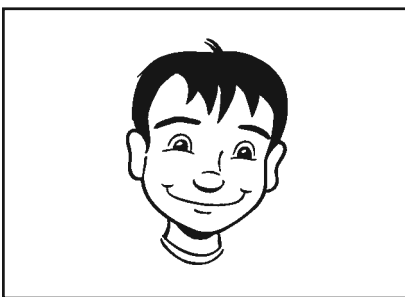
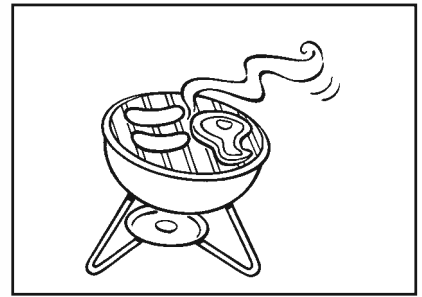
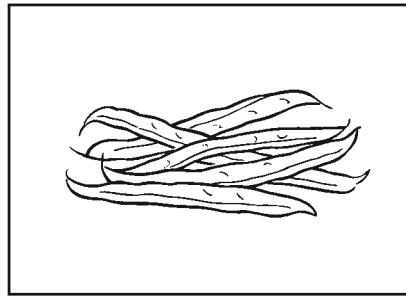
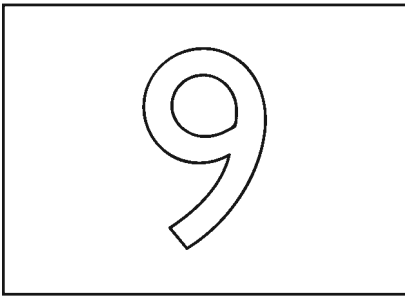
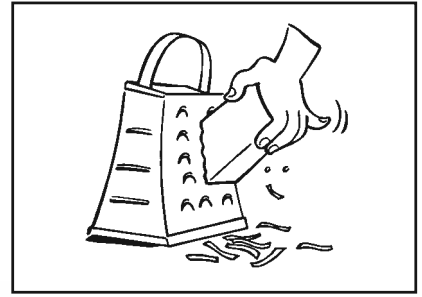
Cause	Effects
	

GROW, VEGETABLES, GROW! • LEVEL D • 1

SKILL: CAUSE AND EFFECT

INSTRUCTIONS: Have students draw or write causes associated with growing vegetables, or with vegetables in general, in the left-hand boxes. Then have them write effects in the right-hand boxes.

Name _____



GROW, VEGETABLES, GROW! • LEVEL D • 2

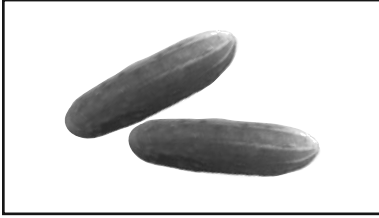
SKILL: INITIAL CONSONANT BLEND Gr

INSTRUCTIONS: Say each picture name and have students repeat the picture name after you. Have students listen for the /gr/ sound and write *gr* under every picture that begins with the /gr/ sound.

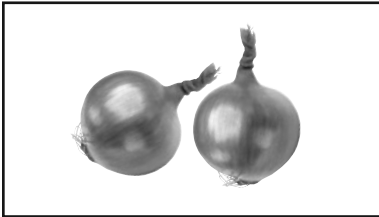
Name _____



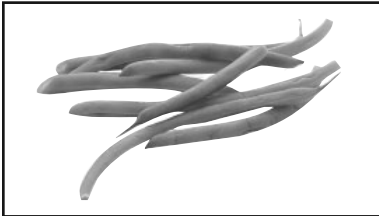
green beans



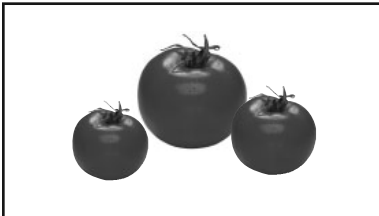
onions



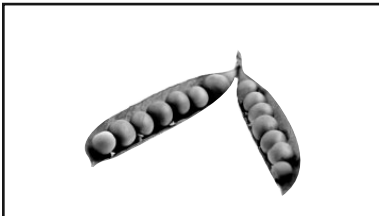
tomatoes



peas



carrots



cucumbers

INSTRUCTIONS: Say each picture name and have students repeat the picture name after you. Then read each vegetable word and have students repeat. Have students draw a line to match the correct picture to the correct word.

Lily the Cat

A Reading A-Z Level D Leveled Reader

Word Count: 71




Reading a-z

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LEVELED READER • D

Lily the Cat



Written by Katherine Page • Illustrated by Kaori Tajima

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Lily the Cat



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Illustrated by Kaori Tajima

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Level C Leveled Reader
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Correlation

LEVEL D

Fountas & Pinnell	D
Reading Recovery	5-6
DRA	4



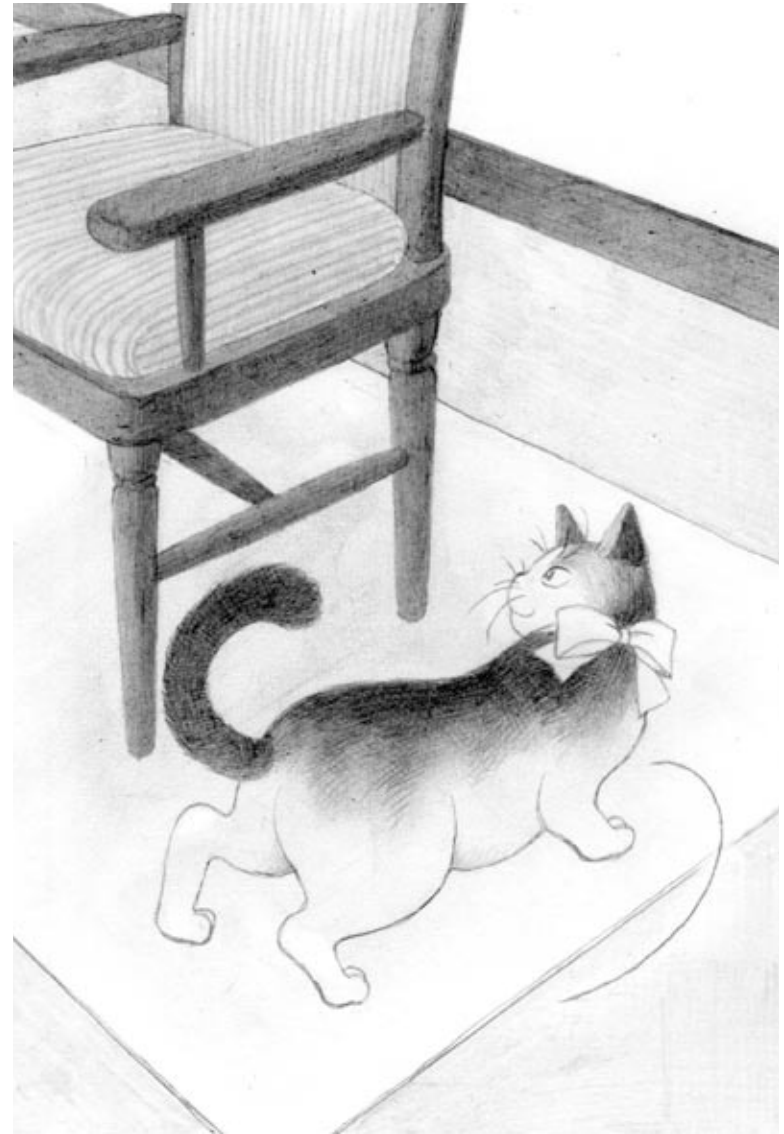
Lily the cat woke up
from her nap.



She jumped down
from the bed.
She saw a door.



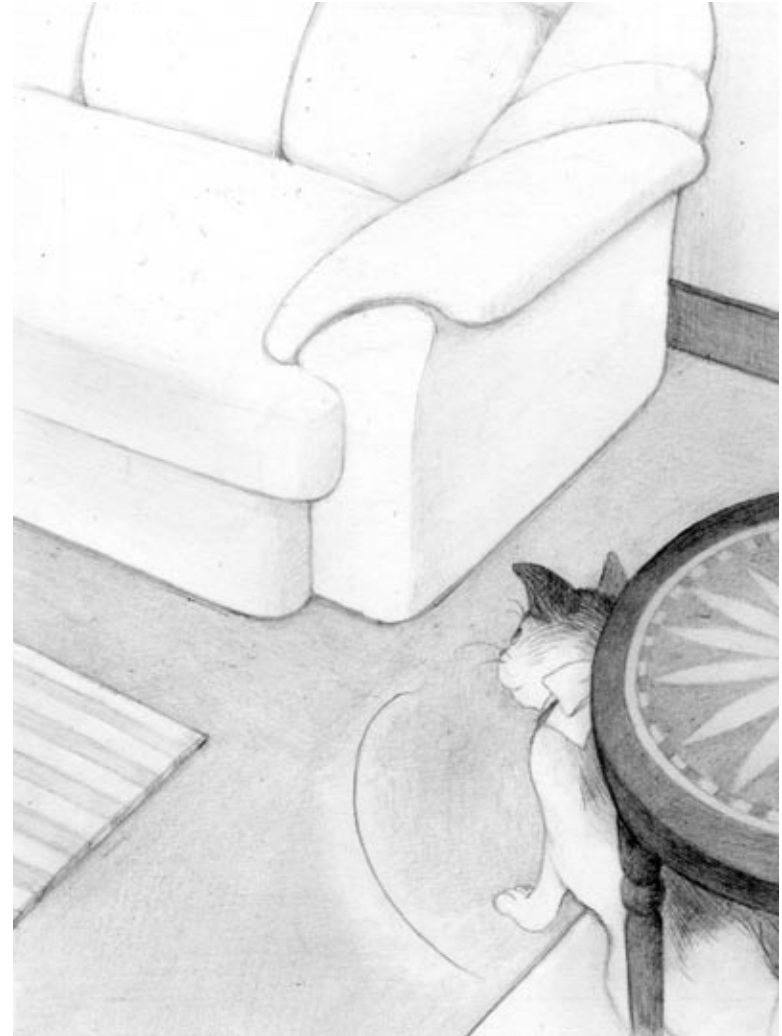
She walked through
the door.
She saw a room.



She crossed the room.
She saw a chair.



She circled the chair.
She saw a table.



She strolled under
the table.
She saw the couch.



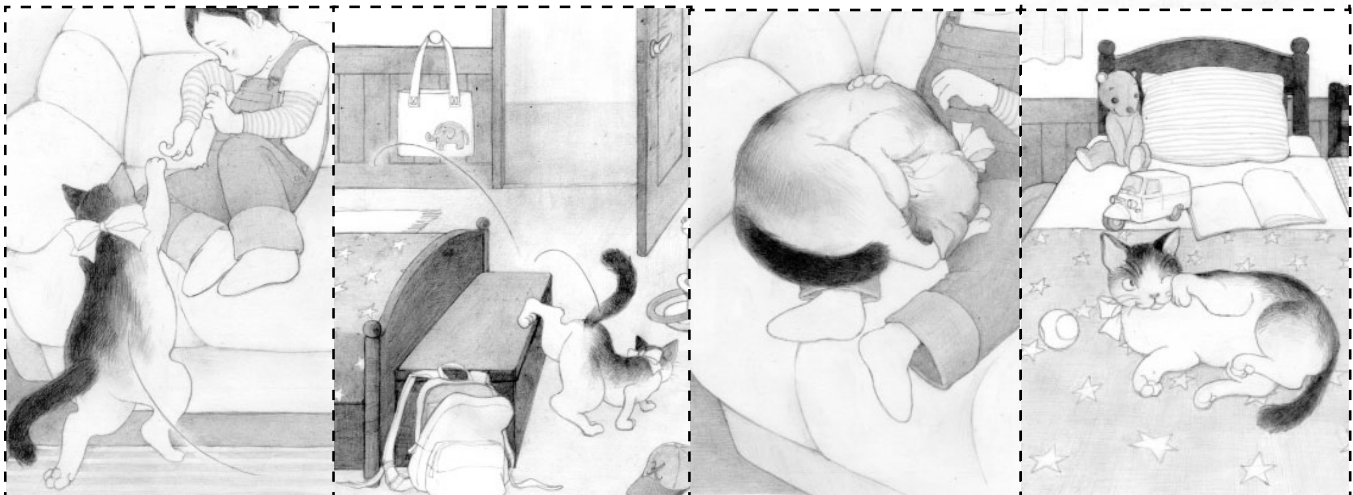
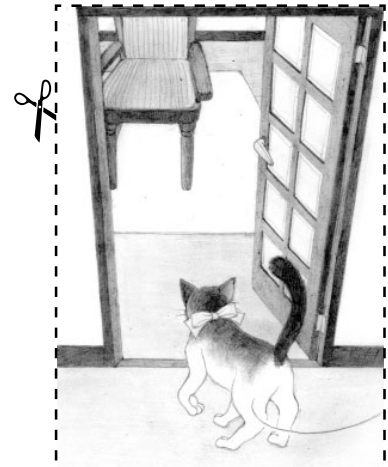
She jumped up
on the couch.
She saw Jack's lap.



Lily curled up on Jack's
lap to nap.

Name _____

First ➤	Next ➤	Then ➤
After that ➤	Last	



INSTRUCTIONS: Have students cut out the pictures and place them in order. Then have them glue the pictures in the boxes to show the sequence of events in the story.

Name _____

bat

ladder

lamp

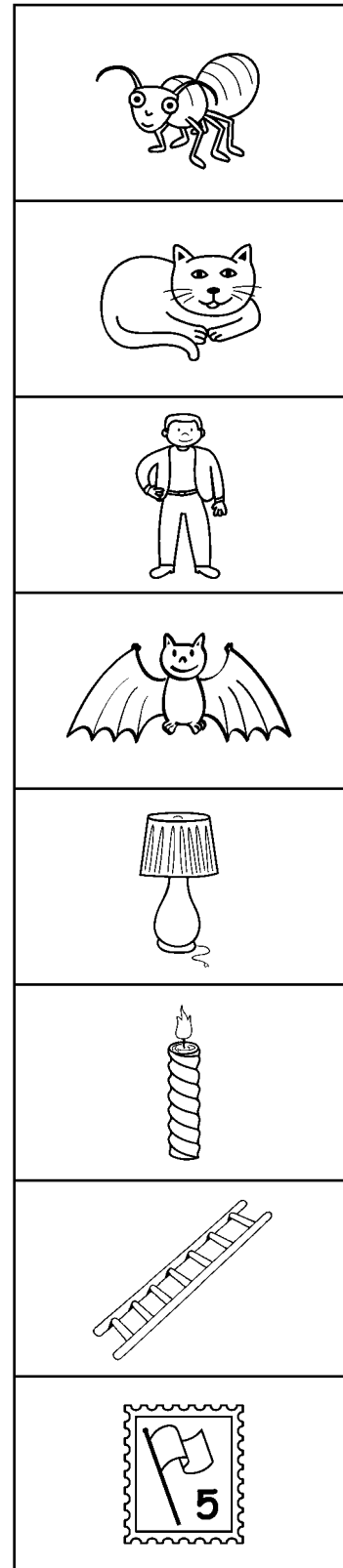
cat

stamp

ant

man

candle



INSTRUCTIONS: Say the names of the pictures with students. Have students match the words with the pictures and circle the *a* in each word.

Name _____

1. Lily jumped down from the bed.

2. She walked through the door.

3. She crossed the room.

4. She circled the table.

5. She strolled under the table.

6. She jumped up on the couch.

My Sentence:

INSTRUCTIONS: Have students read each sentence and write the verb on the line provided. Then have them write an original sentence about Lily using one of the verbs on the lines provided.